



Project report

Targeted socioeconomic research

International educational research in the 1990s: A survey

Interested in European research?

RTD info is our quarterly magazine keeping you in touch with main developments (results, programmes, events, etc.). It is available in English, French and German. A free sample copy or free subscription can be obtained from:

Directorate-General for Research, Communication Unit

European Commission

Rue de la Loi/Wetstraat 200, B-1049 Brussels

Fax (32-2) 29-58220

E-mail: rtd-info@cec.eu.int

Internet: <http://europa.eu.int/comm/dg12/rtdinfo.html>

(If you would like your copy in French or German instead of English, just let us know.)

European Commission

Directorate-General for Research

Unit F — Targeted Socioeconomic Research Programme (TSRP)

Contact: European Commission, rue de la Loi/Wetstraat 200 (SDME 4/51), B-1049 Brussels

Fax (32-2) 29-62137; e-mail: anne.de-greef@cec.eu.int

European Commission

International educational research in the 1990s: A survey

Apostolis Dimitropoulos

**Centre for Educational Research
London School of Economics and Political Science**

Funded by
the Directorate-General for Research
of the European Commission
under the Targeted Socioeconomic Research Programme

2000

EUR 19094

LEGAL NOTICE

Neither the European Commission nor any person acting on behalf of the Commission is responsible for the use which might be made of the following information.

A great deal of additional information on the European Union is available on the Internet. It can be accessed through the Europa server (<http://europa.eu.int>).

Cataloguing data can be found at the end of this publication.

Luxembourg: Office for Official Publications of the European Communities, 2000

ISBN 92-828-8129-6

© European Communities, 2000

Reproduction is authorised provided the source is acknowledged.

Printed in Spain

PRINTED ON WHITE CHLORINE-FREE PAPER

Table of Contents

Preface	5
Acknowledgements	7
Introduction	9
1 European Educational Research Organisations and Types of Research	11
1.1 The Institutions' Objectives and Educational Research.....	11
1.1.1 OECD.....	11
The OECD and Education.....	11
Education and Training Division.....	12
Centre for Educational Research and Innovation (CERI).....	12
Programme on Institutional Management in Higher Education (IMHE).....	13
Programme on Educational Building (PEB).....	14
1.1.2 UNESCO.....	15
UNESCO and Education.....	15
UNESCO Headquarters, Paris.....	18
The International Bureau of Education (IBE).....	18
The UNESCO Institute for Education (UIE).....	19
The International Institute for Educational Planning (IIEP).....	20
1.1.3 Council of Europe.....	21
European Cultural Convention (ECC) - The Council of Europe and Education.....	21
The Education Committee.....	22
Higher Education and Research Committee (CC-HER).....	22
European Centre for Modern Languages.....	23
1.2 Types of Educational Research at the International Level.....	24
1.2.1 Content of Research.....	25
1.2.2 Approaches to Research.....	26
2 Trends in Educational Research at the International level	29
2.1 The Knowledge Society and Lifelong Learning.....	29
2.2 Technological Change, the Information Society and the Implications for Education..	34
2.3 Social Exclusion, Equality, and Democracy.....	35
2.4 The Education-Employment Interface.....	38
2.5 Internationalisation and European Integration.....	40
2.6 Improving the International Knowledge Base for Educational Policy-Making.....	43
2.7 School Curricula and Reform.....	46
2.8 Educational Governance, Planning, Management and Infrastructure.....	47
3 Conclusions	53
APPENDICES	55
APPENDIX I	
Selected Bibliography on Education at the International level.....	57
APPENDIX II	
International Educational Databases and Bibliographies.....	95

Preface

The insight and information that the reader will discover in the following pages constitutes the main findings of the project entitled:

International Educational Research in the 1990s: a Survey

This project was funded under the accompanying measures of the Targeted Socio-Economic Research (TSER) Programme of the Fourth Framework Programme. The purpose of the survey was to explore the research activities in the areas of education and vocational training undertaken by international organisations based in Europe.

The survey seeks, on the one hand, to analyse the research policies of the organisations examined and to develop a typology of research policies and practices at the international level in Europe. On the other hand, it seeks to identify trends in educational research at the international level in the 1990s.

This report, should not, however, be viewed in isolation. The aim of accompanying measures is to complement the work of the main TSER instruments of implementation. Over 160 collaborative activities – research projects and thematic networks – have been funded under the TSER programme in response to three calls for proposals, which were published in the Official Journal of the European Communities in March 1995, October 1996 and September 1997. The proposals selected for Community funding following these calls, were judged to be those that best addressed the TSER programme's objectives in three broad overlapping areas science and technology policy options, education and training, and social inclusion and exclusion. Furthermore, there is a high degree of complementarity and synergy between funded activities which we have sought to enhance further whenever possible.

The activities funded under the TSER programme will continue to have an impact long after the end of the programme (December 1998). The TSER programme has laid the foundations for establishing an European research community in socio-economic sciences. It is now one of the key objectives of the Fifth Framework Programme to build on the progress made.

Brussels, October 1999

Achilleas Mitsos
Director

Acknowledgments

I would like to thank the following people and their respective organisations for their support and provision of the data and material which made the completion of this survey possible:

Victor Adamets, Secretary of the IBE Council, International Bureaux of Education, UNESCO

Paul Belanger, Director, UNESCO Institute for Education

Gabriel Carron, Senior Programme Co-ordinator, International Institute for Educational Planning, UNESCO

John Smith, Chief Editor, World Education Report, UNESCO

Madhu Sigh, Senior Programme Specialist, UNESCO Institute for Education

Jarl Bengtsson, Counsellor, Centre for Educational Research and Innovation, OECD

Abrar Hasan, Head of Education and Training Division, Directorate for Education, Employment, Labour and Social Affairs, OECD

Richard Yelland, Head of Programme for Educational Building, OECD

Jacqueline Smith, IMHE Secretariat, OECD

Philia Thalgot, Administrator, Modern Languages Section, Council of Europe

I would also like to thank the European Commission's Directorate General XII and especially the Director for the Targeted Socio-Economic Research Programme, Dr Ahilleas Mitsos, for providing financial support.

I am also indebted to Artemis Kourtessis, Scientific Officer of DG XII, for his invaluable commentary and criticism throughout the survey's development.

Last but not least, I am grateful to Dr Anne West, Director of the Centre for Educational Research at the LSE for closely supervising this work. Anne's experience and expertise gave enormous help in dealing with the various technical and methodological difficulties confronted along the way. Without her multiple support and invaluable commentary the survey would not have taken its present shape.

London, 9 November 1998

Introduction

The purpose of the survey is to explore the research activities in the areas of education and vocational training undertaken by international organisations based in Europe¹. The survey seeks, on the one hand, to describe the research policies of the organisations examined and to develop a typology of research policies and practices at the international level in Europe. It also seeks to identify trends in educational research at the international level in the 1990s. In particular, it examines the research activities in the area of education and training of the Organisation for the Economic Co-operation and Development (OECD), the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the Council of Europe².

Section One describes the organisations dealing with the various educational research activities and gives an overview of the institutions, the divisions, centres and bureaux within them with a view to identifying their goals and objectives in the field of educational research. It also explores the types of research activities they undertake distinguishing educational research activities at the international level according to their content and the way that the research is conducted.

Section Two identifies current trends in educational research at the international level as they emerge from the research priorities of the organisations in question and the projects they have undertaken during the course of the 1990s.

Finally, in Appendix I, a catalogue of selected publications and other documents, detailing the results of some of the main research activities, is presented while Appendix II provides information on research activities presented in forms such as databases, bibliographies, and other reference work.

¹ An exception is made for the European Commission. Although very active in the field, the educational research activities of DGXII, DGXXII, EYRYDICE and CEDEFOP do not form part of this survey.

² The organisations were contacted in June and July 1998 and the data collected refer to the activities undertaken at the time.

1 European Educational Research Organisations and Types of Research

This section is divided in two parts. In the first part, the organisations examined by the survey, their general objectives and the units, divisions, institutes and bureaux operating within them are described. In addition, for each organisation, a brief synopsis of its activities is presented along with details regarding its educational research priorities and objectives in the 1990s. In the second part, the research types identified in the educational research activities of the organisations in question are analysed.

1.1 The Institutions' Objectives and Educational Research

1.1.1 OECD

The Paris-based Organisation for Economic Co-operation and Development brings together 29 Member countries from the developed world offering governments the opportunity to debate, share experiences, and find solutions to common problems. Its fundamental mission is to create an opportunity for members to consult and co-operate with each other in order to achieve the greatest possible increases in economic growth and the social well being of their populations. These objectives are pursued through the encouragement of negotiated agreements and the promotion of legal codes in certain sectors. The OECD is designed as a forum for dialogue that allows for the broad and in-depth understanding required to deal with the problems of an increasingly complex world.

The OECD and Education

The OECD's Directorate for Education, Employment, Labour and Social Affairs is concerned with the plethora of issues affecting education in today's changing world. The length of educational study is increasing, yet drop-out rates continue to be a significant problem in OECD countries; the demand for skills is still growing thus placing low-skilled workers at the risk of low-wage, precarious jobs which provide little security. These workers need to attain the additional skills enabling their proper adaptation to society and the workforce. The increasing demand for education requires a more efficient use of resources. There is also a tendency towards assessing education on the basis of its outputs, and introducing changes in the management of schools. A growing number of decisions is taken at the local level with parents, social partners and local communities playing an increasingly important role.

There are four complementary and co-ordinated units working on education within the Directorate:

- The Education and Training Division
- The Centre for Educational Research and Innovation (CERI)
- The Institutional Management in Higher Education Programme (IMHE)
- The Programme on Education Building (PEB)

Education and Training Division

The Education and Training Division addresses the main policy interests of education ministers in Member countries and focuses on national educational policies. The Division's main research activities focus on the collection and compilation of international statistics, national educational policy reviews, and thematic reviews on a case-study basis in a small number of countries.

Centre for Educational Research and Innovation (CERI)

A governing board on which all the 29 member countries are represented directs the Centre for Educational Research and Innovation. CERI carries out studies and promotes an international dialogue about education across OECD countries. As part of the OECD, it is a focal point for information and discussion on trends in education systems throughout the industrialised world.

CERI has been active for nearly 30 years within the OECD and has carried out projects in many countries. It examines current and emerging issues in research and innovation in education and undertakes and supports research in the field. CERI is active in developing co-operation between countries in educational research and innovation and aims to develop links between research, policy innovation and practice. Together with the Education and Training Division, the Centre has developed a series of indicators which provide insight into the various education systems and the costs and benefits of investment in education, within the context of cultural, social, economic and international change. The main methods employed by CERI are:

- carrying out of studies on key educational issues, using a combination of its own staff and experts from around the world
- hosting seminars and conferences to elaborate on issues and disseminate findings
- helping to develop international indicators of education systems
- helping to inform discussions between education ministers through the OECD committee system - including meetings of education ministers.

Educational and training research during the first half of the 1990s was guided by the mandate adopted by the Ministers of Education of the OECD countries in 1990. The general theme of the mandate was 'High Quality Education and Training for All'. The priority themes outlined in Figure 1 were identified for the period 1992-1996 and guided educational research within both the Education and Training Division and the Centre for Educational Research and Innovation.

Figure 1 OECD Priority Themes 1992-96

- | |
|---|
| <ul style="list-style-type: none">• Effective, relevant education and training for all• Strategies for lifelong learning• Implications of the international dimension• Decision-making and resources - new partnerships• Improving the knowledge base and communication |
|---|

Source: OECD

The general guiding theme in the new mandate (1997-2001) adopted by the Ministers of Education is the promotion of lifelong learning for all. The Education Committee's current objectives and research priorities are now as follows:

- to monitor and evaluate policies in an international setting
- to strengthen the foundations of lifelong learning
- to facilitate transitions through lifelong learning and work
- to mobilise resources for lifelong learning
- to rethink roles and responsibilities of governments and partners.

In addition, CERI under the five-year (1997-2001) mandate aims to:

- develop and analyse education statistics and indicators
- identify and analyse key features of schooling for tomorrow
- to conceptualise and analyse the role of Research and Development in education, learning economies and knowledge societies
- identify significant innovations in education and evaluate 'what works'
- analyse and evaluate educational and other innovative strategies for inclusion and social responsibility in education
- analyse and clarify key trends and issues in the internationalisation of education.

Programme on Institutional Management in Higher Education (IMHE)

The Programme on Institutional Management in Higher Education (IMHE) was established within the OECD framework in a period of higher education expansion. In light of the current OECD education mandate the main research objective of the IMHE is to explore and clarify major strategic management issues that higher education institutions could be facing in the coming years. Emphasis is given to the implications of the 'life-long approach to learning' for the management of the higher education institutions.

The IMHE membership includes institutions, government agencies and non-profit making organisations dealing with issues concerned with higher education management. Established in 1969, IMHE monitors developments in higher education during periods of growth, retrenchment and reassessment. As a result of the growing expansion of higher education institutions and the increased heterogeneity of the student population, the issues of quality assurance, human resources, funding, and educational internationalisation move even more into the forefront of the policy debate. IMHE seeks to assist institutions, ministries and governments, through the sharing of information, experiences and expertise.

The IMHE aims to promote the exchange of information and expertise in the management of higher education and to encourage new methods and approaches through the following activities:

- research projects and studies to reach a better understanding from a global perspective of the challenges facing higher education management

- training opportunities to disseminate new ideas in management practice and working relationships among administrators and other experts in the field
- information exchanges to broaden the network of communication within the higher education community via seminars, conferences and publications.

The main research interests of the IMHE include:

- problems of internal management of higher education institutions
- relations between institutions and government
- relations between institutions and the economic and social environment.

Research papers and articles produced within IMHE projects are often presented either in the form of books or in the IMHE periodical *Higher Education Management* published three times a year.

Programme on Educational Building (PEB)

The Programme on Educational Building (PEB) is an international programme promoting the exchange of ideas, information, research and experience related to all aspects of educational infrastructure. Its members include national governments, state and provincial government and research organisations.

The overriding concerns of the PEB are to ensure that the maximum educational benefit is obtained from past and future investment in educational buildings and equipment, and that the building stock is planned and managed in the most efficient way. The main themes of its work are:

- improving the quality of educational buildings;
- managing the physical resources for education;
- change and its impact on educational facilities.

The PEB under the 1997-2001 mandate adopted by its steering committee is focusing on the following themes:

- facilities for the school of the future;
- tertiary education: coping with demand;
- strategies for managing the educational infrastructure;
- improving effectiveness.

The PEB publishes three times a year the *PEB Exchange*, thus disseminating information, research, and international experience on issues related to educational infrastructure. Research products and reports are also made available in the form of books.

1.1.2 UNESCO

UNESCO, the United Nations Educational, Scientific and Cultural Organisation was founded in 1945. Unlike the OECD, UNESCO is not restricted to industrialised countries and draws its membership of 186 countries from around the world.

The main objective of UNESCO is to contribute to world peace and security by promoting international collaboration through education, science, culture and communication. It aims to further universal respect for justice and the rule of law, human rights and fundamental freedoms, without discrimination due to racial, sexual, linguistic or religious considerations, as set out by the United Nations' Charter.

UNESCO and Education

Under its mandate, UNESCO is active in the five principal areas shown in Figure 2.

Figure 2 Principal education activities carried out by UNESCO

- *Prospective studies*: what forms of education, science, culture and communication are needed for tomorrow's world?
- *The advancement, transfer and sharing of knowledge*: this relies primarily on research, training and teaching activities.
- *Standard-setting action*: the preparation and adoption of international instruments and statutory recommendations.
- *Expertise*: provided to Member - States for their development policies and projects in the form of 'technical co-operation'.
- *Exchange of specialised information*

Source: UNESCO

Educational research, the pooling of resources and the exchange of ideas and research findings are at the core of UNESCO's involvement in educational matters. These tasks are performed at the headquarters of UNESCO, its specialised institutes and bureaux, and its Regional Offices. Educational research within UNESCO takes a variety of different forms: task forces, expert groups, and forums reflecting on the future of education and producing guidelines for educational policy - action at both the national and the international levels.

In addition, workshops, seminars and commissioned studies bring together national and international expertise and knowledge of issues relevant to the specific policy objectives of the UNESCO Education Programme. UNESCO also serves as a 'clearinghouse' and, in co-operation with experts from national authorities and other international agencies, collects world-wide educational data and develops international comparable knowledge bases for educational policy-making (e.g. statistics, databases, and international surveys). Furthermore, it assists with the pooling of educational research results by presenting them in World Education Conferences. UNESCO also provides support for the building of national research capacity building through a variety of means, including

support for co-operative mechanisms like transnational networks, the twinning of research institutions, and the establishment of specialised university 'Chairs'.

The educational research activities of UNESCO in the 1990s have been guided by what are known as 'Medium Term Plans'. The plans for the decade, agreed upon by Member States, are divided in two: the Third Medium-Term Plan covering the 1990-1995 period and the Medium-Term Strategy covering the 1996-2001 period.

The main objectives and specific actions of the Third Medium-Term Plan focus on three main themes: *Basic Education for all*, *Education for the Twenty-First Century* and *Promoting and Supporting Educational Development*. Details of the themes are given in Figure 3.

Figure 3 Themes of the Third Medium-Term Plan of UNESCO

- *Basic education for all*: the promotion of
 - literacy and basic learning for adults
 - universal primary education for children
 - the learning abilities of young children
- *Education for the Twenty-First Century*
 - enhancing the humanistic, cultural and international dimension of education and the quality and relevance of higher education in a changing society
 - promoting education for: the quality of life, the world of work, science and technology
- *Promoting and Supporting Educational Development*
 - developing national capacities for effective educational policies and strategies with special attention to the disadvantaged and disabled groups
 - promoting improved management and planning methods and techniques
 - harmonising strategies and methods used in the financing of education with the overall economic policies
 - improving the management of physical resources
 - enhancing innovation, technology and research
 - promoting the use of new information and communication technologies in education acting as an information clearing-house on educational matters

Source: Third Medium-Term Plan (1990-1995), UNESCO

The Medium Term Strategy, 1996-2001 centred its objectives and actions on the 'Lifelong Learning for All' theme, as shown in Figure 4.

In the study, the activities of units UNESCO based in Europe were examined, namely UNESCO Headquarters (Paris), the International Bureau of Education (Geneva), the

UNESCO Institute for Education (Hamburg), and the International Institute for Educational Planning (Paris)³.

Figure 4 Themes of the Medium-Term Strategy of UNESCO

- *Lifelong Learning for All*
 - promoting the responsiveness of education to the changing social demands and empowering individuals throughout their life
 - fostering access to lifelong learning for all
 - promoting learning without frontiers
 - developing and implementing forward-looking strategies for the renewal of education
- *Promoting Basic Education for All*
 - improving access to basic education for both children and adults
 - expanding learning opportunities and new delivery systems for special groups of learners (e.g. drop-outs)
 - improving the quality and relevance of education
 - re-examining pedagogical processes
 - improving learning achievement and monitoring the internal efficiency of various education systems
 - improving the quality of the learning environment
- *Renovating Education Systems*
 - promoting democratic citizenship values and updating curricular programmes for science and technology in secondary education
 - fostering partnerships between the education sector and world of work
 - encouraging the development of effective delivery systems and certification processes and mechanisms
 - reviewing the role of teachers in education 'without walls and frontiers'
 - encouraging the development of alternative forms of lifelong education and skills training programmes at the highest level of education and enhancing the role of higher education in the renewal of education systems

Source: Medium-Term Strategy (1996-2001), UNESCO

³ CEPES, the European Centre for Higher Education (Bucharest, Romania) is engaged in the design and implementation of programmes on higher education in Central and Eastern Europe. Research as such does not form part of its activities although a 'clearinghouse' function is carried out.

The UNESCO Institute for Information Technologies in Education was set up in 1997 in Moscow. Its main task will be to contribute to the design and implementation of UNESCO' Programme regarding the application of Information and Communication Technologies in Education. Among the main activities the collection, analyses, dissemination and exchange of information on the use of ICTs in education are included. However, they are still in infancy and are not examined by the survey. Specialised UNESCO Institutes, not based in the European Region include the International Research and Training Centre for Rural Education (Baoding) and the International Institute for Peace and Capacity Building in Africa (Addis-Ababa). Co-operation based on a special agreement takes place between UNESCO and the International Literacy Institute at the University of Pennsylvania, Graduate School of Education in the US.

UNESCO Headquarters, Paris

The UNESCO Headquarters in Paris has the overall responsibility for the implementation of the UNESCO work programme arising from the organisation's Medium Term Plans and Strategies. In addition, it is responsible for the formulation of proposals for appropriate future action. The internal structure and organisation of UNESCO Headquarters comprise a number of specialised divisions. These include the Division of Basic Education, Global Action Programme on Education for All, the Division for the Renovation of Secondary and Vocational Education, Division of Higher Education, the Division for the Reconstruction and Development of Education Systems, the Task Force on Education for the Twenty-first Century and the Division for Statistics⁴.

The International Bureau of Education (IBE)

The International Bureau of Education (IBE) was founded in 1925 and has been a UNESCO centre for information and research in the field of comparative education since 1969. It focuses on the reform of education curricula, contents, methods and materials, with particular emphasis on human and civic values.

The IBE has three main lines of activity, detailed in the Figure 5.

Figure 5 Main activities undertaken by IBE

- *Educational information and documentation:*
 - to collect, process and store documentation and information concerning education
 - to maintain and develop an educational documentation and information centre and international library
 - to co-operate with Member-states in improving their national capacities in educational documentation and information
 - to provide technical assistance for the organisation of training programmes for those in charge of documentation and information centres in the field of education and promote the training of staff in the management of documentation centres
 - to disseminate, through its publications, the results of surveys and studies, particularly on comparative education

⁴ In 1998 the Division for Statistics was developed into the UNESCO International Institute for Statistics with intellectual autonomy and administrative flexibility to enable it to face challenges and demands, and to improve the quality and policy-relevance of statistical information.

Figure 5 Main activities undertaken by IBE (cont.)

- *Comparative research in education*

This kind of activity deals with curricular content, teaching methods, teacher training and the relationships among school actors and the interactions between the school and its community. It is oriented towards:

- contributing to the advancement of scientific knowledge related to the education process while keeping the target of helping concrete educational processes to become more effective
- reinforcing national capacities to analyse educational problems and innovate, bearing in mind enhanced efficiency and equity of education systems

- *Political dialogue among ministers of education*

This activity aims at the promotion of political dialogue in the field of educational policies. IBE provides:

- a forum for debate on common concerns, to define political agreements, strategic approaches and normative instruments to the ministers of education in all countries

Source: IBE

Since 1998 the mandate of the IBE has been amended so that it functions as an Observatory, monitoring educational structures, contents and methods as detailed below:

- producing up-to-date information on the main trends in educational development for use by decision-makers, researchers and trainers of trainers
- implementing common programmes to collect and exchange information between the existing information and innovation networks, making greater use of new information technologies
- carrying out comparative analyses of educational structures, contents and methods, in co-operation with specialised institutions at both the national and international levels
- training staff responsible for educational information and publishing the review *Prospects* and the Bulletin *Innovations*.

The UNESCO Institute for Education (UIE)

Established in 1951 and based in Hamburg, the UNESCO Institute for Education aims to make its contribution '*through analysing and enabling processes by which out-of-school youth, as well as adults world-wide, can benefit from their right to learn and hence, enhance their quality of life*'. The UIE works in close collaboration with its two sister institutions, the International Bureau of Education (IBE) in Geneva and the International Institute of Education Planning (IIEP), Paris.

The work of the UIE seeks to link research, policy-making and educational practice. On the assumption that research can only have a real impact if it involves the policy-

maker and the practitioner, the research of the UIE is concerned with subjects such as educational policies and learning/teaching strategies.

The activities of the UIE can be grouped under four main headings, namely

- research programmes
- training activities
- documentation services
- publications.

The UIE, in its research activities during the 1990s has been committed to the development and democratisation of education in the way to lifelong learning. Work has focused on issues regarding various aspects of literacy, non-formal basic education and adult learning.

In the new four-year mandate of the UIE (1998-2001), and within the UNESCO Medium Term Strategy adopted by the Member States, research activity continues primarily to analyse the different patterns emerging in the transition of national education systems toward lifelong learning. Work, still to be carried out in this area involves the development of relevant indicators. In addition, current and future work involves follow-up activities in the area of adult education, including monitoring, and information gathering and dissemination.

The International Institute for Educational Planning (IIEP)

The International Institute for Educational Planning in Paris, was established by UNESCO in 1963. It is a centre for advanced training and research in the field of educational planning and administration. The IIEP aims to contribute to education throughout the world by expanding knowledge and by training professionals in this field. It acts as a forum for the exchange of ideas and concepts in educational planning and administration.

The IIEP was created to:

- train those responsible for the planning of education
- research into important aspects of educational planning
- disseminate new concepts, methods and techniques in this field.

In short, the mission of the IIEP is capacity building in educational policy-making, planning and management. Several strategies are used to achieve this, such as the training of educational planners and administrators and providing support to national training and research institutions.

The main objective of the Institute's research and studies programme is '*to advance the understanding of the social, economic and political dynamics of educational development and thus, contribute to a body of knowledge that is relevant to the tasks of planning the development and reform of education*'. The priorities of UNESCO and the five-year IIEP medium-term work plans guide research activities within IIEP. The priorities set for the 1990s are given in Figure 6.

Figure 6 Medium Term Plans of IIEP, 1990-2001

- *Medium Term Plan 1990-1995*
 - improving the quality of education
 - financing, management and administration of education
 - management of institutions of higher education
 - development of Human Resources
 - comparative Studies of Educational Planning Experiences
- *Medium Term Plan 1996-2001*
 - improving the quality of basic education
 - secondary education policies and strategies
 - meeting the needs of disadvantaged groups
 - promoting efficient educational organisation, management and financing

Source: IIEP

1.1.3 Council of Europe

The Council of Europe was founded in 1949 *'to achieve a closer union among its members, safeguard and promote the ideal and principles that constitute its common heritage and to contribute to the economic and social progress of its members'*. In order to fulfil these objectives, the Council of Europe *'endeavours to achieve a significant level of common action and analysis in the economic, social, cultural, scientific, juridical and administrative spheres'*. The Council of Europe is also active in the promotion and safeguarding of Human Rights.

European Cultural Convention (ECC) - The Council of Europe and Education

The European Cultural Convention (ECC) was signed in 1954 in order *'to safeguard European Culture, and affirm the European common identity while recognising its variety'*. The ECC promotes the study of European languages, history and civilisation as ways to combating nationalism and intolerance. Basically intergovernmental in structure, the Convention is also open to non-governmental organisations such as governing bodies of universities and sporting organisations. Two of its four specialised committees relate to education. These are the Education Committee and the Higher Education and Research Committee.

Educational research in the Council of Europe is characterised by a number of activities:

- the pooling of international educational results through a series of international workshops and symposia;
- the organisation of national and international seminars, conferences and expert's group meetings;
- the commissioning of studies.

The topics covered by the educational research activities stem from the major projects run by the related units i.e. the Education Committee, the Higher Education and Research Committee, and the European Centre for Modern Languages.

The Education Committee

The Education Committee aims *‘to promote human rights and fundamental freedoms and to strengthen pluralist democracy through education. In doing so, it brings the peoples of Europe closer together so as to establish greater mutual understanding and confidence. To this end, it also supports European governments and citizens to meet the challenges facing our societies’*.

The activities of the Education Committee centre on the following themes:

- major projects on school, higher and adult education
- the pooling of ideas, experience and research results
- promoting links and exchanges and developing new partnerships and networks
- recognising educational qualifications all over Europe
- publishing practical studies and handbooks for policy-makers and educators
- co-operating with other European institutions and non-governmental organisations.

The major objectives of the Education Committee include educational research as an integral part. To that end, the projects undertaken in the 1990s have included:

- Modern Languages Project: Language Learning for European Citizenship
- Educational Assistance Programmes for the New Democracies
- A Secondary Education for Europe
- European Dimension in Secondary Education
- Democratic Security, Social Cohesion and Educational Policies
- Democracy, Human Rights and Minorities: Educational and Cultural Aspects
- In-service Training of Teachers Programme
- School Links and Exchanges

Current work is focusing on:

- Modern Languages Project: Language Policies for a Multilingual and Multicultural Europe
- Education for Democratic Citizenship
- Teaching History In Schools

Higher Education and Research Committee (CC-HER)

The main task of the Higher Education and Research Committee (CC-HER) is *‘the promotion and development of European higher education on the basis of common democratic principles and the values of the European university heritage’*. These include freedom of learning, teaching and research, and the self-government of academic institutions within a democratic society.

The following major projects have been carried out in the course of the last decade:

- Access to Higher Education in Europe
- Reform in Higher Education in Central and Eastern Europe
- Academic Mobility
- Major European University Problems
- Research in Higher Education

In 1997 the CC- HER was re-organised and its activities were simplified in three 'pillars'. Details of the projects currently underway are given in Figure 7.

Figure 7 Details of the current research projects of the CC-HER

- *Building the University of Tomorrow: Policy and Practice for Higher Education in Europe:*
 - the research mission of the university
 - recognition of qualifications and mobility of students
 - regional co-operation in higher education
 - Lifelong Learning for social cohesion: a new challenge to higher education
- *Higher Education for a Democratic Society*
 - The social sciences and the challenge of transition
 - European Studies for democratic citizenship
- *Council for the Renewal of Higher Education in the New member countries*
 - Legislative Reform Programme for Higher Education and Research

Source: Council of Europe

European Centre for Modern Languages

The European Centre for Modern Languages was set up in 1994 to seek solutions to the specific challenges language teaching will face in the coming years and which will play a decisive role in the process of European integration. To that end, it acts as a forum in which educational policy-makers meet with language teaching methodology specialists to discuss these issues.

The aim of the Gratz-based Centre is '*to offer a platform and meeting place for officials responsible for language policy, specialists in didactics, teacher trainers, textbook authors and other multipliers in the area of modern languages*'. It does this through the organisation of workshops, seminars and an annual colloquium. The Centre's mission is '*to assist in the implementation of language policies and to promote innovative approaches to the learning and teaching of modern languages. It also seeks*

to promote the dissemination of good practice in language teaching and learning at all levels of education from primary to higher education, and to contribute to the respect and reinforcement of linguistic diversity in a multilingual, multicultural, democratic and tolerant Europe'. Although it clearly has a pan-European role, focus during the initial stages of operation is on the critical needs of the countries of Central and Eastern European countries.

The strategic objectives of the Centre are to:

- focus on the practice of learning and teaching modern languages
- promote dialogue and exchange of views among the various actors in the field
- train multipliers
- support programme-related networks and research projects

Figure 8 European Centre for Modern Languages. Objectives of the medium-term programme of activities, 1995

- *autonomous learning and training in the area of modern languages*
- *implementation of information and communication technologies, and the themes*
- *learning to learn' and lifelong education*
- *interculturality and authenticity*
- *aspects of language policy in Europe*
- *teacher training and development and curriculum reform*
- *dissemination of good practice in workshop management and delivery*
- *dissemination of results and management of effective networking and follow-up activities*

Source: European Centre for Modern Languages, Council of Europe

The specific objectives of the Centre's medium-term programme of activities set in 1995 include those detailed in Figure 8

1.2 Types of Educational Research at the International Level

Research at the international level takes many different forms. Various types of research can be identified, differentiated according to the content and approaches. The organisations examined in section 1.2 have adopted different types of research according to their membership, goals and priorities.

1.2.1 Content of Research

With respect to *content*, research can be classified under one of four headings:

- Basic educational research
- Policy-oriented research
- Internationally comparable knowledge base for policy-making
- Enhancing national research capacity

In *Basic educational research*, economic developments, labour market changes, social and technological transformations are examined along with their implications for education and educational policy-making.

In *Policy - oriented research*, the focus is on issues relating to the development and assessment of education policies with a view to identifying and disseminating good practise. Policy-oriented research takes the form of overall national education policy reviews, national reviews of specific topics or thematic reviews where a specific policy-related issue is selected and a joint review is conducted in a sample of countries.

The development of *internationally comparable knowledge bases for policy-making* involves the collection, elaboration, development and dissemination of comparable information on various aspects of education with a view to increasing the knowledge bases for educational policy-making, planning, research and practise.

- *Statistics on education*: provide an invaluable, tool allowing the comparison of data from various countries and facilitating the ‘following-up’ of policies.
- *Performance Indicators*: increase the transparency of education and training systems thus aiding the comparison and evaluation of educational policies and strategies
- *Compilation of databases on educational topics*: provides access to all important data for researchers and practitioners. In addition, the accumulation of international databases increases the knowledge base, allows comparative approaches and provides the impetus for new research.
- *International Surveys*: the collection, compilation, and potential dissemination of international survey data allows a fuller picture to be gained of differences between various countries.

Enhancing National Research Capacity arises when an international organisation provides technical and/or financial support for regional or subregional co-operative mechanisms with a view to pooling resources, exchanging research findings, and adapting research strategies to regional and national conditions. Such mechanisms may include research networks, twinning of research institutes, the UNESCO international Chair programme, support for conferences, research projects, and research training activities and so on.

Tables 1 presents the main types of research that each of the organisations examined undertakes.

Table 1. Types of Research Carried out by the Various Organisations

Research Type	Policy-Oriented Research	Basic Educational Research	Knowledge-Base for Policy-Making	Enhancing National Research Capacity
Organisation				
UNESCO, Paris	X		X	X
UNESCO, IBE	X		X	X
UNESCO, UIE	X	X	X	X
UNESCO, IIEP	X	X	X	X
OECD, ETD	X		X	
OECD, CERI		X		
OECD, PEB	X		X	
OECD, IMHE	X		X	
Council of Europe	X		X	

1.2.2 Approaches to Research

Research is approached in a number of ways depending on the emphasis sought. Hence, there is research approached through:

- Workshops and Symposia
- Seminars, Forums and Conferences
- Studies and Monographs
- 'Clearinghouse' Function

Workshops and Symposia facilitate the exchange of knowledge, information and ideas through consultation and collaboration. They bring together, national experts or experts in a particular field. As regards national experts, such groupings allow a focused examination on the issues a particular country is facing. In international groupings assembling the experts in the field the exchange of information, stemming from differ-

ent private and national experience facilitates a more comparative, international, approach to research.

Research conducted through *seminars*, *forums* and *conferences* brings together top level expertise from all around the world usually in larger numbers than workshops.

Studies and *Monographs* commissioned by the various organisations in question or conducted by outside consultants.

In addition, there can be a mixture of both in-house and externally commissioned studies with the main organisations adopting a '*clearinghouse*' function whereby information collected by those outside (e.g. national authorities) is synthesised and disseminated.

The three organisations examined by the survey adopt all the above-mentioned approaches to research, although with varying emphasis.

2 Trends in Educational Research at the International level

This section explores the research activities on education and training undertaken by the OECD, UNESCO and the Council of Europe over the last decade. It also identifies emerging trends in educational research at the international level in the 1990s. A number of overarching themes can be discerned in the research undertaken, namely

- The knowledge society and lifelong learning
- Technological change, the information society and the implications for education
- Social exclusion, equality, democracy
- The education-employment interface
- Internationalisation and European integration
- Improvement of international knowledge base for policy-making
- School curricula and reform
- Governance, planning, management and infrastructure

2.1 The Knowledge Society and Lifelong Learning

The perspective of a lifelong learning society increasingly emerges as the guiding theme in the educational research activities of all three organisations examined. The specific research projects undertaken address different aspects of the lifelong approach to learning in order to meet the challenges of the knowledge-based society and support the exchange of information and experiences.

OECD

The OECD Education and Training Division has focused on the resourcing of lifelong learning. This has included the allocation of funds at the different levels of education, their efficiency, together with alternative sources of funding, accountability and redistributive effects of funding. Current policies and practices for financing the lifelong approach to learning have also been examined. There is a current focus on the potential costs and benefits of a lifelong approach to learning and research aims to identify strategies for increasing the rates of return by strengthening investment incentives and by lowering costs.

Research in this area also has focused on the monitoring and assessment of progress made by OECD countries in the implementation of lifelong learning strategies. It aimed to develop an appropriate conceptual and policy framework for assessing progress on lifelong learning, to evaluate existing sources for qualitative and quantitative information on lifelong learning strategies, to develop new information on life skills, and to prepare a synthesis of key issues for future attention. Another area under investigation has been the practise and experiences of different countries in relation to the sharing of roles and responsibilities between central, intermediate and local levels of government and with other interested parties such as enterprises, labour unions, teachers, learners and families⁵.

⁵ Lifelong Learning for All, OECD, 1996

The Education and Training Division pays particular attention to key groups in the lifelong learning perspective, notably teachers and adult learners. In particular, the role played by the in-service training of teachers in effectively equipping them for the changing mission of education from a Life Long Learning perspective have also been under examination. The issues explored include the changing skills and qualifications required for the teaching profession, mobility between teaching and other occupations, the teachers' role at the interface classroom and other learning situations, financial and non- financial incentives for teachers.

The learning needs of adults are also being investigated⁶ with specific attention to both the poorly and the highly qualified⁷. Studies include the examination of curricula, teaching and learning methods for adults undertaking learning in institutions as well as workplace practices and job-related training. The development of relevant indicators is under consideration and surveys of human resource practices are to be conducted. Adults and their learning needs is also the subject of the International Adult Literacy Survey. The aim of the survey is to collect comparable information on the literacy profiles of the population of individual OECD countries⁸. It is also designed to collect data regarding participation in adult education, continuing vocational training, enterprise-based training, and informal learning in a variety of settings. To this end, measures of life skills have also been developed⁹ and an International Life Skills Survey is carried out. This includes skill domains such as literacy, numeracy, problem-solving, co-operation in teams and information technology literacy¹⁰. Age samples range from 16 and 65 years of age with special emphasis on the 16-24 age group.

The Centre for Educational Research and Innovation (CERI) is also focusing on the relationships between the demand for education and training throughout the life-cycle and the supply of programmes by educational institutions, governments and companies. It seeks to identify preconditions for the development of lifelong learning cultures with particular attention to adult learners and special reference to marginalised groups and the unemployed.

Teachers, as key-players in the educational and learning process, have also been put under scrutiny by CERI as it examined the strategies employed for the improvement of teacher and school quality including, their effects on teachers¹¹. It also aimed to identify conditions for the success of relevant strategies and examined trends in the composition of the teaching profession and the evolving concept of teacher quality. School-based and teacher-oriented case studies were conducted together with reviews of the evolution of the teaching profession and the investigation and identification of trends in in-service training and professional development¹². Moreover, CERI sought

⁶ Adult Illiteracy and Economic Performance, OECD, 1992

⁷ Continuing Professional Education of Highly Qualified Personnel, OECD

⁸ Literacy, Economy and Society: Results of the First International Adult Literacy Survey, OECD, 1995

⁹ Adult Learning in a New Technological Era, OECD, 1996

¹⁰ Literacy Skills for the Knowledge Society, OECD, 1997

¹¹ Quality in Teaching , OECD, 1994

¹² Staying Ahead: In-service Training and Teacher Professional Development, OECD

to describe similarities and differences in the advancement of teachers' own practices towards more active learning for their pupils. In addition, the identification of effective conditions under which active learning methods can be used by both teachers and pupils was also sought¹³.

Under its current mandate CERI aims to explore ways for integrating education, learning and knowledge in urban and regional development. Three specific issues are to be addressed in this activity: First, the competitiveness and social cohesion of learning cities and regions are to be examined; second, an analysis is to be undertaken of the partnership between the private sector, city and regional authorities and learning and knowledge actors; third, an evaluation and potential indicators for learning cities and regions is to be carried out. This activity is part of the broader CERI objective of analysing and conceptualising key features of infrastructure and the process of production, and mediation and the use of knowledge in learning economies and knowledge societies.

Two additional activities have also been launched under this objective. The first investigates key issues relevant to the development of a knowledge-base for education in learning societies. Thus, high-level forums are designed to study the current state-of-the-art in brain research and its potential relevance to education as well as the state-of-the-art in research for new definitions and typologies of knowledge in learning societies and economies. In addition, the development of new indicators of innovations in the learning economy and education is under consideration. The second activity focuses on the role of educational Research and Development (R&D) and explores, by means of country 'mini-reviews', the ways that educational R&D systems respond to new challenges.

The Programme on Institutional Management of Higher Education (IMHE) currently explores the regional and local needs in the lifelong learning perspective and the responses made by higher education institutions. These challenges invoke the need for a redefinition of the mission of the University and its relationship to other institutions and partners. Hence, the IMHE aims at identifying the key issues and good approaches to those needs.

The Programme on Educational Buildings (PEB) focuses on the educational facilities for lifelong learning in the community. In particular, it examines the extent to which educational facilities can develop into 'community learning centres'. It also intends to explore how new managing partnerships and funding arrangements may influence the way educational buildings are designed and used in order to serve the needs of those involved with lifelong learning opportunities.

UNESCO

The UNESCO Institute for Education (UIE) has, also explored issues in relation with lifelong learning and the development of knowledge societies. It has particularly focused on different aspects of literacy, non-formal education and adult learning. Effec-

¹³ The Teacher Today. Tasks, conditions, policies, OECD, 1990

tive ways for the development of literacy skills have been a key focus and the UIE has examined and assessed different ways in which people can either acquire or further develop basic skills at home, at work or in their communities. Specific studies carried out under this theme have addressed and investigated issues including self-learning and 'inter-learning' methods (e.g. peer-tutoring); the monitoring and evaluation of non-formal approaches contributing to primary basic education¹⁴; language and literacy (with emphasis on the use of local languages in formal and non-formal basic and adult education); approaches to literacy education in industrialised countries with reference to cultural development strategies, the world of work and cultural minorities; the expansion of learning opportunities for women; literacy programmes for adults; literacy and active citizenship; analysis of national literacy skills assessments; ecological approaches to basic education; and a comparative study of bullying and school violence.

Adult and continuing education has been a long-standing concern of the UIE. Endeavours in this area during the 1990s have centred on a five-year project (1990-1995) on the updating of the information base on adult education throughout the world. The specific studies carried out within this activity have addressed a range of issues relating to adult education including participation in adult education in various countries¹⁵; national policies and strategies for the development of adult education¹⁶; a survey of innovations in adult education¹⁷; research trends in adult education and adult literacy; adult learning in its cultural context¹⁸; policies on relations between governmental and non-governmental organisations in adult learning; adult learning and the informal sector¹⁹; and macro-changes and their impact on adult learning for women.

In the new four-year mandate (1998-2001) of the UIE (and within the UNESCO Medium-Term Strategy adopted by the Member States), research activity focuses primarily on the analysis of the different patterns emerging as national education systems move towards the 'lifelong learning' approach. It also includes the investigation of issues in relation to the ways in which initial education relates to the lifelong approach to learning, the role and impact of different learning environments as well as the socio-cultural conditions determining access and participation to lifelong learning. Pending work in this area includes the development of related indicators as well as follow-up activities in the area of adult education including monitoring, information gathering and dissemination. Finally, the UIE aims to reinforce national research capacities by means of supporting and enhancing national expertise in selected areas. These areas include international understanding, democracy and creative citizenship; 'genderisation' of adult education policies; reviewing programmes and strategies concerned with adult learning and literacy among indigenous communities and minorities

¹⁴ Non-conventional Approaches to Education at the Primary Level, UIE, 1990

¹⁵ The Emergence of Learning Societies: Who Participates in Adult Learning? UIE, 1997

¹⁶ New Patterns of Adult Learning: A Six Country Comparative Study, UIE, 1997

¹⁷ Making a Difference: Innovations in Adult Education, UIE

¹⁸ Learning to Survive: Exploring Linkages Between Adult Education and Survival, UIE

¹⁹ Sharpening our Tools: Improving Evaluation in Adult and Non-Formal Education, UIE, 1997

in the context of both full citizenship and cultural identity, and the diversity of cultural contexts; and the promotion of local adult literacy.

The International Institute for Educational Planning (IIEP) has also implemented research projects on adult literacy programmes focusing particularly on the analysis of specific national experiences of developing countries in implementing such projects (e.g. Kenya, Tanzania)²⁰. A review of the literature on the effects and impact of literacy has been carried out and assessed the quality of related materials. In addition the IIEP has conducted a comparative study on the current progress of research on lifelong education in selected highly industrialised countries.

Council of Europe

The Higher Education and Research Committee of the Council of Europe initiated a project in 1998 aimed at redefining the role of higher education institutions as their traditional mission is extended into lifelong learning. The objective is to produce operational lifelong learning strategies for the higher education systems. The project involves the development of a conceptual framework and terminology for lifelong learning within higher education. Work is focusing particularly on the redefinition of the mission of the university in the context of lifelong learning, the needs of all students in a changing society, the structures and qualifications in lifelong learning, and the application of new technologies in lifelong learning.

The Council of Europe Education Committee has shown an interest in social change and adult education matters. The focus is on the setting up of a European network of adult education projects so as to facilitate the exchange of information, to identify innovations, and disseminate good practise. A number of studies, conferences, workshops and seminars looking at education, training, learning and jobs, and the role education can play in the prevention of unemployment have been organised conducted. Efforts have concentrated on exchanges of information in projects aimed at combating unemployment, the new possibilities to help adults define themselves in the changing professional and social world, the training of adult educators, the question of adult education within the educational system, and the participation of older adults in society²¹.

Building upon the above work, the research framework has been broadened. Several themes are being analysed more deeply and workshops to explore them are being conducted. Research that is being carried out within the framework of the project 'Education for European Citizenship' aims to explore and develop definitions of democratic citizenship in the diverse environment of Europe. It also seeks to identify the skills needed to practice such citizenship, to explore the educational experience needed to

²⁰ The Functioning and Effects of the Tanzanian Literacy Programme, IIEP, 1991

²¹ Adult Education in Member Countries, Council of Europe, 1994

Growing Old Differently, Council of Europe

Towards an Active, Responsible Citizenship, Council of Europe

Adult Education at the Council of Europe 1960-1993- Challenging the Future, Council of Europe, 1994

learn these skills, and to develop guidelines describing the conditions required to practice democratic citizenship. Workshops examine new forms of employment; participation and partnership; development and the community; inter-cultural integration; as well as the legislative and policy issues ensuing from these relationships.

2.2 Technological Change, the Information Society and the Implications for Education

New information and communication technologies (ICT) set new challenges for education and educational policy-making. The organisations explored in this survey have responded to the challenge by addressing a range of issues related to education and the information society.

OECD

CERI has launched several research projects to study the impact of ICT on educational systems in relation to teaching and learning processes, curricula, the role and functions of teachers, and education and learning institutions. In addition, CERI seeks to review and analyse policy developments and overall strategies in member countries in connection with the introduction of new information technologies in education. It also aims to identify issues related to the implementation of policy strategies with special attention to software, teacher training, evaluation and R&D. Special attention is given to tertiary level education. The rapidly changing skills required in the service sector as a result of technological change have also been investigated. Emphasis was given on the adult learner and the business/education partnerships with special attention paid to the functional illiteracy of adults²². Building upon the above mentioned work, CERI has investigated ways in which computing, video and telecommunications can help respond in the most cost-effective way, to the challenge of providing all adults with a high-quality education. It examined public and private strategies in providing new delivery systems, significant cases of new delivery systems at the institutional level, and compared them with conventional education. Particular attention was given to adult learners and issues of cost-effectiveness, access and participation²³.

Under the current mandate (1997-2001) CERI work in the area of ICT and education focuses on the identification of key features of schooling for tomorrow. Particular attention is given to innovations involving changes in the use of technology, space, human resources and time, the relationship between schools and the outside world, the use or conceptualisation of knowledge, and schooling ethos²⁴. A major activity currently underway aims to identify and refine possible scenarios, changes and the methodological tool-kit for understanding the school of the future. In addition, the following issues are also being explored: the development of criteria for assessing the quality of educational software in different subjects and levels of schooling; the

²²

²³ Adult Learning and Technology in OECD Countries, OECD, 1996

²⁴ Information Technology and the Future of Post-Secondary Education, OECD, 1996

establishment of partnerships in the software market in the form of consultative groups; and enhancing the understanding of the impact of information and communication technologies on student learning.

The Education and Training Division is currently focusing on the policy implications of the new modes of learning provision offered by the new information and communication technologies. It seeks to explore a wide range of emerging issues, including institutional organisation, financing and cost-effectiveness, access and equity, structure of educational qualifications and standards, certification and recognition, pedagogy, and teaching and learning.

The IMHE has explored the strategic relevance of information technologies for the management of higher education institutions. More specifically it examined the state-of-the-art in information technology in European higher education. It identifies the potential of information technology, its impact on higher education development and management issues arising for institutional decision makers and structures. At the onset, main topics of study included teaching and the learning process, research, administration, management, libraries and general information technology management issues²⁵. Subsequently, the IMHE focused on specific topics such as the executive information systems, student owned computing, the changing role of the computer centre, financing information technology for student provision, and network services in and between universities²⁶.

The work of the PEB in this area seeks to analyse the implications stemming from the introduction and use of new information technologies in connection with medium term planning, and the design and management of educational infrastructure²⁷. Subsequently, changes in the ways in which facilities are designed and used were explored²⁸. Under the current mandate, continuing work in this area aims to explore the way in which the demand and use of space in educational institutions is likely to be influenced and changed by the introduction of individualised teaching and personal computers in schools. Developments in information technology, the increased demand for higher education and the changes in teaching methods have led to the transformation in the use of libraries and learning resource centres. As such, the PEB is currently examining these factors in order to identify any improvements and adaptations that will have to be made.

2.3 Social Exclusion, Equality, and Democracy

In a period of rapid technological and economic change greater emphasis is placed on issues concerned with disadvantage and equity. The organisations examined in this

²⁵ Managing Information Strategies in Higher Education, OECD, 1996

²⁶ Information Technology: Issues for Higher Education Management, OECD, 1994

²⁷ New Technology and its Impact on Educational Buildings, OECD, 1992

²⁸ Schools for Today and Tomorrow: An International Compendium of Exemplary Educational Facilities, OECD, 1996

survey have directed their research activities around the role of education and education policies in combating social exclusion and promoting social cohesion and equity.

OECD

The Education and Training Division of the OECD has addressed issues such as access, participation and equity aiming to identify any outstanding problems. National reports have been produced providing information on policies and programmes of member countries facilitating access and participation and achieving greater equity in educational systems. A synthesis report was produced identifying key issues for further attention²⁹. In addition, the Education and Training Division examined national initiatives directed at overcoming the persistent problem of school failure and high dropout rates and developed a typology of successful approaches. It also explored alternative strategies for preparing very young children for entry into formal schooling with specific attention to policy approaches aimed at overcoming disadvantage³⁰. Currently it is focusing on the analysis and assessment of the evidence regarding the short and long-term effects of the various approaches used in different countries.

CERI has addressed several issues under this theme and has focused in particular on those groups identified as being *at risk*³¹. Through an in-depth analysis of case studies, CERI strives to clarify, describe and evaluate the strategies employed for the improvement of educational practice and the transition to work for the children and youth *at risk*, as well as to identify successful innovations. In addition, it investigates programmes and approaches in regular schools which have been successful in integrating disabled children³². Analyses of selected case studies also aimed to identify the conditions of successful practices, analyse organisational and practical factors relevant to effectiveness, assess relative cost-effectiveness, and consider the role of external support system and the training of teachers and other related professionals³³. Subsequently, CERI sought to analyse the general conditions necessary for the effective involvement of disabled persons in tertiary education with a view to identify and disseminate examples of good practice. CERI also explored and evaluated effective policies for the transition from school to working life for young disabled people and their families³⁴. The main objective was to identify cost-effective integrated practices in the school locality and to examine the need for the integration of all services for disabled pupils and their families. Emphasis was placed on strategies for inter-agency planning and co-ordination. In particular, CERI sought to describe and evaluate policy and integrated practices that involve education, medical and social services at the school and school district levels³⁵.

²⁹ Education and Equity in OECD countries, OECD, 1997

³⁰ Integrating Students with Special Need into Mainstream Schools, OECD, 1995

³¹ Our Children at Risk, OECD, 1995

³² Disabled Youth: From School to Work, OECD, 1991

³³ The Integration of Disabled Children into Mainstream Education: Ambitions, Theories and Practices, OECD, 1994

³⁴ Under One Roof - The Integration of Schools and Community Services in OECD Countries, OECD, 1998

³⁵ Integrating Services for Children at Risk: Denmark, France, Netherlands, Sweden, UK (England, Wales), OECD, 1996

Under its series of studies in innovation ('What Works in Education'), CERI examined, on the one hand, the measures promoting greater choice of schools for parents and pupils and their impact on school performance and educational opportunity. It also looked at ways in which schools are assessed in different countries and the implications of these differences. In the *What Works* series, work has also focused on innovative policies or approaches enabling families and schools to co-operate effectively³⁶. Work under this theme also looks at the potential for the improvement of educational outcomes for children belonging to ethnic and linguistic minorities. To that end, CERI sought to analyse significant innovations that were introduced in schools with cultural and linguistic minorities among their pupils, and to identify the conditions for success³⁷.

The current work of CERI in this area aims to analyse and evaluate educational and other innovative strategies for inclusion and social responsibility in education in an attempt to improve understanding of social exclusion of children and young adults during the course of their education and transition to work³⁸. Particular attention is given to the disabled in secondary and post secondary education, and to the disadvantaged in their community context³⁹. Two activities are currently underway that involve monitoring and evaluation of the policy developments in support of children and young people *at risk*, and the identification and evaluation of strategies to include disabled persons in the labour market.

The PEB has focused on the integration of the disabled in mainstream education and the implications for educational buildings. In particular, it initially explored the implications for the planning, design, location, cost and management of educational buildings. Subsequently, it concentrated on the changes in the design of educational facilities in a sample number of countries.

Council of Europe

The Council of Europe has addressed the issue of access to higher education emphasising the critical importance of a highly educated workforce to the economic future of member countries and reflecting the Council's concern on equity, individual needs and the prevention of exclusion. A series of workshops examined access and participation⁴⁰ in education⁴¹; admission systems⁴²; articulation between secondary and higher education⁴³; financial barriers to higher education⁴⁴; foreign students and their

³⁶ Successful Services for our Children and Families at Risk , OECD, 1996

³⁷ One School, Many Cultures, OECD, 1989
Multicultural Education, OECD, 1987

³⁸ Implementing Inclusive Education, OECD, 1997

³⁹ Post-compulsory Education for Disabled People, OECD, 1997

⁴⁰ Access for Under-represented groups , Council of Europe
Participation Trends in Access to Higher Education, Council of Europe

⁴¹ Access to Higher Education in Europe, Certification of School-leaving Qualifications in the Context of Access to Higher Education in Europe, Council of Europe

⁴² Comparative Study of Admissions Systems, Council of Europe, 1996

⁴³ Trends in the Organisation and Content of Upper Secondary Education in Europe within the Articulation Between Secondary and Higher Education , Council of Europe

⁴⁴ Financial Obstacles to Higher Education , Council of Europe

particular needs⁴⁵; guidance, and counselling. In addition, it examined the educational and cultural aspects regarding the management of diversity in a democratic society with a view to produce guidelines, for government use, on educational and cultural rights. The issues examined included strategies for the development of civic education at the primary and secondary level⁴⁶, an analysis of the issue of minorities and their place in history teaching and textbooks, 'education for a democratic citizenship', as well as issues of identity and history and the right to heritage and education. The workshops organised explored a series of case studies and produced an inventory of the most useful teaching tools for education on the above issues. Current work undertaken by the Education Committee of the Council of Europe involves the investigation and analysis of issues related to democratic security, social cohesion and educational policies. Under this broad framework the research activity focuses on violence in the school, the impact of new technologies in schools and current problems in educational reforms.

UNESCO

The IBE (in co-operation with UNICEF) has also focused on the collection, systematisation and elaboration of information on repeating years at school, at a global level⁴⁷. In addition, emphasising the role teachers can play in quality intercultural education, IBE analysed the development, in certain countries, of the training of teachers who will work in a multicultural context⁴⁸. Furthermore, it focused on bullying and violence at schools and strove to clarify culturally common and culture-specific characteristics regarding victimisation experiences in schools and to make suggestions for the reinforcement of prevention and /or intervention programmes⁴⁹.

The IIEP current mandate (1996-2001) focuses on the strategic requirements for educational planning in order to meet the needs of disadvantaged groups. The themes to be dealt with include violence in schools, the impact of new technologies, and challenges of science education.

2.4 The Education-Employment Interface

OECD

The Education and Training Division aimed to identify shortcomings in the education and training of the labour force in OECD countries and to explore possible remedies.

⁴⁵ Recognition of Higher Education Qualifications: Challenges for the Next Decade, Council of Europe, 1996

⁴⁶ Teaching About Society, Passing on Values - Elementary Law in Civic Education, Council of Europe, 1993

⁴⁷ Primary School Repetition: A Global Perspective, IBE

⁴⁸ Teacher training for multicultural education in favour of democracy and sustainable development: the territorial approach, IBE, 1994

An Integrated model for teacher training in multicultural contexts, IBE, 1994

⁴⁹ Violence at School: Global Issues and Interventions, IBE 1997

Among the issues covered by national studies were the educational achievement of the labour force, the overall training provision and arrangements, the assessment and certification of skills and competencies, and the role of collective bargaining⁵⁰. Case studies on industry training in selected countries were also conducted⁵¹.

Subsequently, the OECD investigated the effectiveness of vocational training and technical education and training in the OECD countries. It sought to identify necessary changes in the vocational and technical education linkages with the general educational system on one hand, and the labour market on the other⁵². It also explored curriculum issues; the role of teachers, trainers and instructors; access to vocational and technical education by different groups of young people and adults; as well as emerging trends of differentiation between types of vocational education at the secondary and post secondary levels.

Furthermore, it examined progress made and problems encountered in the development of systems, procedures, and frameworks for the assessment and recognition of skills and competencies. These problems become more important in the development of lifelong learning and recurrent education programmes. Work also included the investigation of the actual and potential role of such systems in collective bargaining and the role of various actors in that.

Moreover, it aimed to improve the information base concerning young people's choices and routes through education and into employment; clarify the roles, possibilities and limits of general and vocational education and training with regard to the effective transition from school to work; and re-define the responsibilities of the different actors involved⁵³. In co-operation with other OECD units, the Education and Training Division explored how labour market policies might contribute to improving enterprise performance, and their potential for creating jobs. In particular, it examined how human resource policies can facilitate flexibility inside enterprises and help create high value-added jobs.⁵⁴ It also investigated the various aspects of partnerships between education and business⁵⁵.

The changing relationships between higher education and employment have also been addressed. In particular, the Education and Training Division investigated the flow of graduates from higher education into working life, the relationship between higher education in the humanities or the social Sciences and employment, and recent developments in continuing professional education.

⁵⁰ Vocational Education and Training for Youth: Towards Coherent Policy and Practice, OECD, 1994

⁵¹ Vocational Training in Germany: Modernisation and Responsiveness, OECD, 1994

Vocational Training in the Netherlands: Reform and Innovation, OECD, 1994

⁵² Pathways for Learning: Education and Training from 16 to 19, OECD, 1989

Pathways and Participation in Vocational and Technical Education and Training, OECD, 1998

⁵³ Education and the Economy: From School to Work, OECD

⁵⁴ Education and Employment, OECD, 1993

⁵⁵ Human Resources and Corporate Strategy. Technological Change in Banks and Insurance Companies - France, Germany, Japan, Sweden and the United States, OECD, 1988

Industry Training In Australia, Sweden and the United States, OECD, 1993

The objectives set in the current mandate include the facilitation of the transition through lifelong learning and employment. Current work aims at identifying conditions and policy features for the successful and effective transition from school to working life. It examines and evaluates different transition routes and their impact on long term careers and further learning. Work includes the analysis of the extent to which contexts, contents, and methods of teaching and learning correspond to changing knowledge and skill requirements in the context of 'lifelong learning'.

The work of CERI in this area has focused on life-cycle transitions in education and work. It investigated institutional arrangements and the skills and competencies necessary for various transitions over the life-cycle. More specifically, it analysed transitions from family to school, from one level of education to the next, from school to work and vice-versa, from one job to another, and from employment to retirement. In its *What Works* Series, it investigated the guidance and counselling young people receive in making key choices as they move between different levels of education, or from education to work, with a view to identify examples of good practice.

2.5 Internationalisation and European Integration

International educational co-operation has been the focus of extensive research at the international level. This research is aimed at providing a better understanding of the educational internationalisation process, its relevance for the global economy as well as the different questions raised in the implementation of related policies. The educational implications of the European integration process are a distinctive sub-area within this broader theme.

OECD

The Education and Training Division of the OECD has explored public policies for improved international exchanges and co-operation across national frontiers with a view to identify and disseminate examples of good practice. Particular emphasis has been paid to higher education⁵⁶ and the education of adults⁵⁷. The studies included matters such as structural and financial arrangements, recognition of qualifications, and accreditation standards and criteria.

CERI has been concerned with the identification and clarification of the 'international' dimension in education. By means of case studies and selected thematic studies it has examined the implications of internationalisation for higher education policy and practice as well as the effects of relevant strategies that increase the international roles and dimensions of higher education.

⁵⁶ Internationalisation: views and activities of stakeholders, OECD, 1993

Internationalisation of Higher Education, OECD, 1996

⁵⁷ Internationalisation of Adult Education, OECD

Under its current mandate (1997-2001) CERI aims to analyse and clarify key trends and issues in the internationalisation of education. The work of CERI brings together principal trends and issues about the educational, social and economic aspects of this process. In an effort to enhance the understanding of the nature and the dynamics of the internationalisation of education, and as a response to the need for more data on this area, more research is under consideration. The specific topics include research for a more comprehensive understanding of the rapidly growing internationalisation of education, and the development of relevant educational indicators. In addition, an analysis of the different regulations regarding the movement of professional personnel and services, their effect on higher education, and the examination of the costs and benefits involved in the process of the internationalisation of education are also considered. CERI is also interested in responding to the need for more information on the different aspects of the internationalisation of education.

In an attempt to clarify the factors that ensure appropriate and coherent planning, and the development of all international activities and international orientations within the institution, the IMHE carried out a global comparison of institutional strategies on internationalisation. It thus reviewed the different approaches and institutional strategies regarding internationalisation in order to understand the reasoning behind their adoption as well as their consequences⁵⁸. Building upon such a review of institutional strategies, work under this theme is focusing on the development of instruments for the review and quality assessment of the internationalisation of study programmes at the institutional level.

Aspects related to the process of European integration and implications for education have also been addressed and form a distinctive strand in the broader framework of internationalisation and educational implications. In particular, IMHE has examined the long-term consequences of European integration on institutions of higher education, with emphasis upon research, academic programmes and their organisation⁵⁹.

Council of Europe

The Higher Education and Research Committee of the Council of Europe has focused on academic mobility and has sought to elaborate a new convention on *the recognition of qualifications concerning higher education in the European region*. In addition, it has also concentrated on the activities of the European Network of National Information Centres (ENIC Network).⁶⁰

⁵⁸ *Strategies for the Internationalisation of Higher Education. A comparative study of Australia, Canada, Europe, and the US*, OECD, 1995

⁵⁹ *University Research in Transition*, OECD, 1998

⁶⁰ The European Network of National Information Centres on academic mobility and recognition was established in 1994 by the merger of the two previously separate Networks of the Council of Europe and UNESCO. It is a collaborative effort, carried out jointly with UNESCO and in co-operation with the European Commission and plays an important role in developing policy and practice for the recognition of qualifications

The Education Committee of the Council of Europe has focused on language learning in an attempt to enhance intercultural understanding as well as mobility and access to information in the multilingual/multicultural Europe. Workshops, symposia, and seminars have concentrated on two main objectives: the development of language teaching and learning methodologies and, the elaboration of models and methods for the initial and subsequent training of language teachers. The topics covered include the early teaching of languages⁶¹, the comparison and harmonisation of language learning, the use of information and communications technologies⁶², language learning in bilingual contexts⁶³, and 'learning to learn'. More recently, workshops have covered in-service training for modern language teachers⁶⁴ and educational links and exchanges at the secondary level⁶⁵. The Council of Europe's current work under the language learning theme involves the preparation of a medium-term project (1998-2000) focusing on 'Language policies for a multilingual and multi-cultural Europe'. The project is designed to analyse language policies and outline effective strategies for greater diversification of language learning in the context of democratic European citizenship, including the development and piloting of common European instruments of reference for this purpose. Special attention will be given to intercultural education, the international recognition of comparable qualifications to improve mobility and employment prospects, and 'lifelong learning' for participation in an international learning society.

The Centre for Modern Languages workshops and colloquia programme has extensively explored a range of aspects related to language learning. The main topics covered have included language learning methods; initial and in-service language and intercultural teacher training; language learning and teaching in bilingual schools; assessing language competencies; intercultural cross-border language learning for youth and adults; goals and contents language teaching at universities; learner autonomy in adult language classrooms; foreign language teaching and learning in bilingual schools, language needs and diversification in Central and Eastern Europe; audio-visual media and language learning; methods of analysis and evaluation in language policy, language curriculum planning and policy, content and language integration in vocational and professional education.

Secondary education has been another area of interest to the Council of Europe. Work in this area aims to give young people the knowledge, skills and attitudes to meet European society's major challenges; to prepare them for higher education, mobility in work and daily life in a democratic, multilingual, and multi-cultural Europe; and to make them aware of their common European cultural heritage and shared responsibilities. The two complementary parts of the work in this area included the investigation of problems of secondary education in Europe and the inclusion of a European dimension to teaching curricula.

⁶¹ Foreign Language Education in Primary Schools, Council of Europe, 1997

⁶² New Technologies in Language Learning, Council of Europe, 1997

⁶³ Plurilingual and Pluricultural Competence, Council of Europe

⁶⁴ The Sociocultural and Intercultural Dimension of Language Learning and Teaching, Council of Europe, 1997

⁶⁵ The European Dimension in Regional Exchanges, Council of Europe
European Dimension in the Curriculum, Council of Europe, 1998

Finally, responding to the challenges that Central and Eastern Europe are facing *post-1989*, the Council of Europe has organised workshops and seminars addressing issues such as: the promotion of partnerships between schools in the old and new democracies and between various school systems; encouraging participating states to study the educational needs of the various minorities and individuals living in extreme poverty, and the educational implications of a changing world of work and a market economy.

2.6 Improving the International Knowledge Base for Educational Policy-Making

Education remains a matter of national control and regulation. Educational policy-making, however, is a complex process in which international experience and information are invaluable. The international organisations examined by the survey have sought to respond to such a need. The research activities undertaken by the OECD, UNESCO, and the Council of Europe aim to facilitate and support educational policy-making at the national level. In particular, they provide a worldwide knowledge base on education and training matters. They, thus, have increased the international comparability and transparency of national educational systems. Those research activities include mainly the compilation of comparable international statistics and reports, the development of indicators, the design of databases in addition to other reference work. Moreover, research undertaken by the organisations examined also focuses on the decision-making process and the use of information in it.

OECD

The building of a sound, cross-country statistical database on education and training has been a long-standing activity of the OECD aiming to provide comprehensive and up-to-date information. This effort is continuously refined, improved and extended in collaboration with national authorities and other international organisations including UNESCO and the Statistical Office of the European Union (EUROSTAT). The Indicators of Education Systems (INES) project within CERI, initiated in 1988, is designed to set up and regularly produce a set of international education indicators in order to establish common basis for comparison between member countries. It also aims to analyse and interpret results and development trends of education systems, and to develop an international system of efficient statistical information⁶⁶.

⁶⁶ Education at a Glance 1993 — OECD Indicators
Education at a Glance 1995 — OECD Indicators
Education at a Glance 1996 — OECD Indicators
Education at a Glance 1997 — OECD Indicators
Education Policy Analysis 1996, OECD
Education Policy Analysis 1997, OECD
Education Policy Analysis: 1998, OECD

Manual for Better Training Statistics — Conceptual, Measurement and Survey Questions, OECD, 1997
Making Education Count: Developing and Using International Indicators, OECD, 1994
The OECD International Education Indicators: A Framework for Analysis, OECD, 1992

Special attention has been paid to the development of new indicators and the improvement of existing ones in areas such as human capital investment and its returns in the lifelong learning perspective, student achievement and school processes, cross-curricular competencies, life skills in the adult population, transition from education to work and labour market outcomes. Emphasis is also given on indicators regarding tertiary education personnel, finance, survival rates, participation and the effectiveness of learning. Together with UNESCO, the OECD has also been closely involved in the recent revision process of the International Standard Classification of Education (see Appendix).

CERI has monitored developments in educational R&D. It aimed to increase our understanding of the factors that may strengthen the utility and effectiveness of R&D in improving educational policy and practice. It examined and analysed trends and issues regarding the policy-research systems in OECD countries. These include the functions of education R&D systems and their links to public policy, definitions and approaches to educational R&D, as well as conceptual and methodological development for the collection of educational R&D indicators⁶⁷. It subsequently focused on the policy-makers' perspective and the way they use different sources of knowledge about education. Infrastructures and processes of production, as well as mediation and the constructive use of knowledge in both the public and private sectors were also examined through a number of case studies⁶⁸.

Building on its prior work on higher education performance indicators⁶⁹, the IMHE also examines the usefulness of such indicators in the internal decision-making process of OECD countries' higher education institutions. In addition, the development and use of indicators as regards central government decision-making has also been looked at⁷⁰.

The PEB concentrated on the identification of a number of key indicators related to educational building infrastructure and performance and sought to assess whether the necessary reliable data permitting their use is available. It then developed an international comparative database and established indicators of educational infrastructure covering various aspects such as space standards, space utilisation, environmental standards, cost, and the size of institutions.

UNESCO

At the Headquarters of UNESCO in Paris, research activities involve the compilation of world education indicators and statistics, and electronic databases on various subjects related to education. The UNESCO Statistical Yearbook is a major reference

⁶⁷ Educational Research and Development: Trends, Issues and Challenges, OECD, 1995
Knowledge Bases for Education Policies, OECD, 1996

⁶⁸ Educational Research and Development .Austria, Germany, Switzerland, OECD, 1995
Decision-Making in 14 OECD Education Systems, OECD, 1995

⁶⁹ The Development of Performance Indicators for Higher Education: A Compendium for Twelve Countries, OECD, 1993

⁷⁰ Evaluation and the Decision-Making Process in Higher Education: French, German and Spanish Experiences, OECD, 1994

book that contains key statistical information on education. UNESCO also produces the *World Education Report*, which analyses major quantitative and qualitative trends and policy issues in education at the global level and serves as a source of reference for policy-makers, planners, administrators and researchers⁷¹. It has also designed ISCED, the International Standard Classification of Education⁷² and produces thematic bibliographies (for details see Appendix).

The IBE compiles the World Data on Education, a databank containing the full text of education systems profiles. This activity aims to provide educational policy-makers with information on the development of education systems, contents and methods in different countries around the world. IBE develops also the IBE Education Thesaurus providing a terminology for the analysis of educational data at the international level. In 1993 IBE created the INNODATA database of educational innovations containing over 500 descriptions of innovative educational practices and projects from around the world (see Appendix). Finally, IBE investigated the needs for research and information in educational decision-making. In particular, the focus was on the use of research in the process of educational change and the ways that educational information and documentation systems function⁷³.

The IIEP has undertaken extensive research aimed at enhancing the knowledge base and the planning capacity of policy-makers, with special emphasis on developing countries. In particular, it has built an empirical database for use by national decision-makers on major issues in the development of basic education services. The IIEP activities aimed to identify possible strategies emerging in various countries, to contribute to the development of an appropriate information system for monitoring the implementation of such strategies, and to reinforce research capacities required for the proper management of basic education services. It has also examined, by means of national case studies, the use of information on policy formulation, planning and the management of education with a view to identify and disseminate strategies for enhancing the quality and efficiency of education⁷⁴. In addition, it monitors progress in education and the collection of up-to-date data in specific developing countries, and has developed relevant indicators for educational policy-makers and planners.

Council of Europe

The Council of Europe Higher Education and Research Committee has designed *EU-DISED* R&D Database (European Documentation and Information System for Edu-

⁷¹ World Education Report. Education in a World of Adjustment and Change, UNESCO, 1993

World Education Report. Education of Women, UNESCO, 1995

World Education Report. Teachers and Teaching in a Changing World, UNESCO, 1997

⁷² International Standard Classification of Education- Revised, UNESCO, 1997

Review of the International Standard Classification of Education, UNESCO, 1993

⁷³ Confronting Future Challenges: Educational Information, Research and Decision Making, 1995, UNESCO-IBE

⁷⁴ Improving the Information System for Planning the Quality of Primary Education: The Case of India, IIEP, 1991

Planning of Basic Education in China: A Case Study of Two Counties in Lianoning Cheng Kai-ming, IIEP, 1991

cation) containing information about ongoing and recently completed educational research projects. It also produces the *European Education Thesaurus*, a multilingual list of indexing for use by information processing services. In addition, a *Common European Framework of Reference for Language Learning and Teaching* is being developed. The framework, which includes statistical data from questionnaires, is designed to help decision-makers and to enable information sharing (see Appendix).

2.7 School Curricula and Reform

School curriculum reform is an issue that has gained attention in the research priorities of the organisations explored.

OECD

The CERI aimed to review current trends and needed changes in curricula as well as the instruments and processes of reform on a country-by-country basis. It focused on themes such as *Curriculum Structure and Content*, *Curriculum Organisation*, and *Assessment of Curriculum Effectiveness*. It also investigated trends and identified innovative models and insights in each of curricular areas including a) core curriculum b) science, mathematics, and technology c) arts, humanities, and values d) assessment and evaluation. Furthermore, CERI sought to describe and analyse significant innovations in subject matter and pedagogy within and across the curriculum areas of Science, Mathematics and Technology and to highlight the mechanisms of successful innovations⁷⁵. In addition, it examined major trends in curricular aims and principles, systemic analysis and curriculum assessment⁷⁶.

The work carried out by CERI on environmental education is also curriculum related. CERI initially undertook a review of policy developments for the integration of environmental studies into the school curricula of the OECD countries. It then attempted to provide a conceptual analysis of strategic issues in environmental education including pedagogical and research oriented issues⁷⁷.

UNESCO

IBE concentrated on the theory and practice in assessing students' achievements in primary and secondary education. The main objective was to examine and compare the interaction between current conceptions and theories of assessment and assessment practices in ten selected country cases⁷⁸. Currently, it concentrates on the teaching of history and geography as well as citizenship education. As regards history and geography the aim is to identify how the values of peace, human rights, tolerance, mutual respect and

⁷⁵ Science and Mathematics Education in the USA .Eight Innovations, OECD, 1993

⁷⁶ Curriculum Reform: An Overview of Trends, OECD, 1990

The Curriculum Redefined. Schooling for the 21st Century, OECD, 1994

Curriculum Reform. Assessment in Question, OECD, 1993

⁷⁷ Evaluating Innovations in Environmental Education , OECD, 1994

Environmental Learning for the 21st Century, OECD, 1995

⁷⁸ Assessing Learning Achievement, OECD, 1992

recognition of other cultures are reflected in the content of history and geography textbooks and related teaching practices in a selected number of countries. The IBE also investigates educational strategies and practices for citizenship education supported with empirical cross-cultural evidence about the images of democratic citizenship.

IIEP examined science education in secondary schools. It sought to analyse the main characteristics of the provision of science education at the secondary level, to derive the impact of investment in science education on human resource development, and to understand what distinguishes improving schools from deteriorating ones⁷⁹.

2.8 Educational Governance, Planning, Management and Infrastructure

Educational regulation, decision-making, the management of educational systems and institutions, educational planning, and educational infrastructure are all issues that are examined at the international level in an effort to contribute to the improvement of national or institutional education policy-making, planning, and management.

OECD

The Education and Training Division of the OECD focused on the management of educational resources at the central, local and institutional levels and analysed their contribution to school effectiveness. Country specific investigations explored the structures and mechanisms governing administrative and management relationships within the school system and the functions of school leaders and teachers. The activity involved both conceptual/analytical and empirical /diagnostic work through case-studies of policies and investigations at the school and/or local authority level.

Work also focused on issues of governance, financing and accountability in educational policy-making. In particular, it examined the financing and governance of national education policies and tried to ascertain whether there have been any changes in the strategies adopted or the mechanisms used. Emerging trends were also identified and the effects of new arrangements were analysed.

The IMHE has examined the impact of new technologies on the management of higher education institutions, and it has promoted the development of higher education performance indicators and their use in decision-making at the institutional and the central/governmental level. It has also investigated human resources' planning in higher education in light of the changing competencies required by academic staff as they face the needs of changing student populations and changing research demands made upon them. It also examined career development and training of administrative staff in higher education, and it analysed the interactions between evaluation processes and decision-making processes⁸⁰. Further, it looked at the issues of purpose,

⁷⁹ Science Education in Developing Countries: Issues and Perspectives for Planners, IIEP, 1992
Science Kits in Developing Countries: An Appraisal of Potential, IIEP, 1992

⁸⁰ Staffing Higher Education-Meeting New Challenges, OECD, 1994

methods, outcomes and trends in higher education quality assurance with respect to assessment and control and their impact on institutional management.

The IMHE currently focuses on the higher education institutions' response to regional needs and new trends in institutional research management. In addition, the way towards the knowledge-based society, the lifelong learning perspective and the new role that higher education is called to play in a global competitive economy, have major implications for the overall strategic management of higher education institutions.

A number of issues related to higher education institutions management are currently being considered to be addressed by IMHE. These include the response of higher education to regional needs, the development of the research function in relation to other major university functions (e.g. education and transfer of knowledge), and the evaluation of research outcomes. Decision-making in higher education, benchmarking in higher education management are also included in addition to the development of indicators of higher education, and the financing of higher education institutions in a lifelong learning perspective. Others issues that are being considered include libraries and learning resource centres in tertiary education, the design of institutions for the early years of tertiary education, and indicators for evaluating facilities and their utilisation.

The PEB sought to identify effective strategies for the provision of educational opportunities for rural communities. Among the issues addressed were the design and management of small facilities, and the contribution of information and communication technologies to education in rural areas (e.g. distance learning). It also explored the scope for using existing school facilities to provide continuing education and other services to business and industry, the scope for sharing educational buildings with other services, and the scope of networking and the potential of distance learning⁸¹.

The ever-increasing demand for higher education raises various questions regarding the planning and design of facilities. The PEB sought also to investigate the needs for new higher education facilities. In particular, it addressed issues in connection with the types of facilities needed, location, links with the urban environment and social context, and the effect of new teaching methods on higher education infrastructure. Subsequently, PEB expanded its scope to cover tertiary education infrastructure while new questions were also raised in relation to planning, design and management⁸². These include the range of facilities for the different activities required, the balance between them, the impact of new information technologies on teaching methods as well as the expectations of students, teachers, researchers.

Environmental concerns have also been addressed in the development of educational infrastructure. The protections of the environment and the ways educational buildings

⁸¹ Educational Infrastructure in Rural Areas, OECD, OECD, 1994

⁸² Facilities for Tertiary Education in the 21st Century, OECD, 1998

can contribute to it have also been examined. As such factors are expected to have a physical and a psychological effect both on the users of school buildings and local inhabitants they are crucially important. Thus, ways of minimising energy consumption, 'greening' school sites, choosing the right material and so on have been examined⁸³.

The PEB has also investigated management issues with connection to the physical resources for education. Such issues include space utilisation, energy and property management, building maintenance and security. Particular emphasis was given to the problems faced by vocational education and training institutions. In particular, PEB considered the evolving relationship between 'academic' and 'vocational' education and the implications of the growing pace of technological change on the provision and use of facilities. New approaches in funding the maintenance of educational buildings, given the tight budgetary constraints and the 'gap' between needs and capabilities, have also been investigated. In particular, the merits of centralised versus decentralised ways of managing educational buildings' funding as well as general aspects of maintenance management were analysed.

Issues of educational building governance have also been investigated so as to provide information on the different modes of educational facilities' governance that have been developed over the last two decades. The actual ways different models of governance (i.e. centralised, decentralised to the local government or to the institutional level) work have been analysed and assessed⁸⁴. Furthermore, research on change and its impact on educational building has been carried out with emphasis on the implications of the introduction of new information technologies and the need to integrate the disabled in mainstream education.

UNESCO

IIEP has carried out research on various aspects of educational planning and governance with emphasis on developing countries. It explored collaborative methods between government, community and NGOs in promoting change in various kinds of educational programmes for certain developing countries. Research also focused on educational financing, management and administration, examining the evolution of the financing of education and exploring the factors affecting the estimates on the return on investment during educational transition⁸⁵. Local-level financing practices were also reviewed and the contribution, efficiency and quality of the public and private sectors in educational development were investigated⁸⁶. Case-studies also focused on the administrative and technical procedures used to prepare budgets in ministries

⁸³ Providing a Secure Environment for Learning, OECD, 1998

⁸⁴ Decentralisation and Educational Building Management. The impact of recent reforms, OECD, 1992

⁸⁵ The Financing of Education in Zambia, IIEP, 1991

The Financing of Education in India, IIEP, 1991

⁸⁶ Private Finance and Management of Education in Developing Countries: Major Policy and Research Issues, IIEP, 1991

of education and looked into the various actors' roles, their strategies, strengths and weaknesses, the coherence of budget preparations and methods of rationalisation⁸⁷.

The IIEP has also addressed questions concerning the management of higher education institutions in both developing and industrialised countries. In particular, it looked at trends and problems in institutional⁸⁸, financial⁸⁹ and staff management⁹⁰, research management and its links with industry, management of new educational delivery systems, the use of information systems in institutional management and the role of evaluation in institutional management⁹¹. A number of case studies looked at different types of changes in university management searching for an improved utilisation of resources⁹².

Financial aspects and the place of technical education at secondary and post-secondary educational structures have also been examined by IIEP, which carried out analyses of management and organisation issues in relation to technical and vocational training in both developing and industrialised countries⁹³. Furthermore, it examined the various organisational forms and structures of secondary education in a number of countries⁹⁴. In particular, it examined aspects of financing, the educational and training possibilities for those leaving primary school, and problems secondary teaching is faced with.

Educational planning experiences in a small number of countries have been explored in a comparative perspective⁹⁵. This included strategies for long-term educational development, planning and decentralisation, higher education development during transition to a market economy, and lifelong learning in industrialised countries⁹⁶.

⁸⁷ Budgetary Processes in the Ministry of Education and Sports, Slovenia, IIEP, 1995

Budgetary Processes in the Ministry of Education, Thailand, IIEP, 1995

⁸⁸ Strategic Management in Western European Universities, IIEP, 1992

⁸⁹ Managing Budget Deficits in Higher Education: The Experience of the University of Edinburgh, Scotland, IIEP, 1994

Management of Budgetary Deficits in Higher Education Institutions: Current International Experience and Practice, IIEP, 1992

⁹⁰ Academic Staffing and Management in Western European Universities: Current Situation and Emerging Issues, IIEP, 1993

⁹¹ Excellence and Evaluation in Higher Education: Some International Perspectives, IIEP, 1992

⁹² Higher Education Management in a Period of Transition with Special Reference to the Russian Federation, IIEP, 1993; Innovations in university management, IIEP, 1995; Improving Managerial Effectiveness of Higher Education Institutions: The Case of UNAM, Mexico, IIEP, 1994; Improving Managerial Effectiveness at the University of Joensuu, Finland, IIEP, 1994; Improving the Effectiveness of the Management of Innovation and Change in Higher Education, IIEP, 1991; The Assessment of Managerial Effectiveness at Universities in Developing Countries: A Case Analysis, IIEP, 1991

⁹³ Managing Schools for Educational Quality and Equity: Finding the Proper Mix to Make it Work, IIEP, 1992; Education in a Period of Change and Adjustment: Some International Perspectives, IIEP, 1992

⁹⁴ Vocational Training: an Analysis of Policy and Modes. Case studies from Germany, Sweden and Japan, IIEP, 1993; The School Restructuring Movement in the USA: An Analysis of Major Issues and Policy Implications, IIEP, 1992;

⁹⁵ Educational Planning in Asia, IIEP, 1990; A New Scenario for Educational Planning and Management in Latin America: The Impact of External Debt, IIEP, 1990

⁹⁶ Educational Planning for the Year 2000, IIEP, 1990; Cost-benefit Analysis in Educational Planning, IIEP, 1992; From Data to Action: Information Systems in Educational Planning, IIEP, 1993; Planning Human Resources: Methods, Experiences and Practices, IIEP, 1993

In the course of the current mandate (1996-2001) and aiming to improve basic education, IIEP sought to analyse the different countries' experiences in providing professional support to teachers with a view to developing efficient strategies for the future. Particular attention was paid to the functioning of inspection and supervision services and to the identification and documentation of a limited number of innovative experiences in the area of teacher support in general⁹⁷. The IIEP also explored basic education management issues such as decentralised management of primary education and developed computer-based techniques for planning the quality of education⁹⁸. Furthermore, it examined different organisational models of initial teacher education and the arguments for, and against, teacher education within the framework of higher education institutions⁹⁹. Under its current objective, to analyse secondary education policies and strategies, IIEP looks into the way countries have responded to the growing social demand for secondary education, as well as the way in which they attempt to regulate flows through selective examinations¹⁰⁰, through proposing a supply of vocational training opportunities, and through the creation of an alternative delivery of secondary education. Current work also focuses on recent developments in the systems of technical education and vocational training, including trends in financing and regulation, functions of co-ordination, evaluation, and forms and instruments of partnership with social partners, NGOs and the private sector. In particular, the IIEP analyses trends and mechanisms employed in the financing of technical education.

⁹⁷ Improving Basic Education: Preconditions for Successful Inspection and Supervision - Implications for Learning, IIEP, 1992

⁹⁸ The 900 School Programme: Improving the Quality of Primary Schools in Impoverished Areas of Chile, IIEP, 1993; The quality of primary education : some policy suggestions based on a survey of schools : Zimbabwe, IIEP, 1998; The quality of primary education : a case study of Zhejiang Province, China, IIEP, 1996; The quality of primary education : a case study of Puebla, Mexico, 1996; Quality of Primary Schooling in India: a Case Study of Madhya Pradesh, IIEP, 1996

⁹⁹ Reducing Teacher Absenteeism and Attrition: Causes, Consequences and Responses, IIEP, 1994; Improving the Deployment of Teachers: the Ghanaian Experience, IIEP, 1994; The Utilisation and Professional Development of Teachers: Issues and Strategies, IIEP, 1995

¹⁰⁰ National Examinations: Design, Procedures and Reporting, IIEP, 1994

3 Conclusions

The purpose of the survey was twofold. First, it sought to analyse and develop a typology of research activities at the international level. Second, it aimed to identify trends in educational research at the international level in the 1990s. In particular, it has explored the educational research activities of the OECD, UNESCO and the Council of Europe. It has examined the main goals of the organisations and their respective units, divisions, bureaux and institutes as regards education in general and educational research in particular. It also described their research priorities during the 1990s.

In seeking to identify types of educational research at the international level the survey analysed the content of research and the ways in which research is approached by the international organisations examined. In terms of the content of research four main research types were identified:

- basic educational research
- policy-oriented research
- international knowledge bases for policy-making
- and enhancing national research capacity.

In terms of the ways in which research is approached the following methods emerged: workshops and symposia, seminars, forums and conferences, studies and monographs, and a 'clearinghouse' function.

In exploring the content of the research activities undertaken by international organisations in the last decade, the survey identified emerging trends in international research. In particular, the research themes to which greater emphasis is given include the knowledge society and the lifelong learning perspective. In particular, the issues that are addressed under this theme involve questions regarding resources for the implementation of the lifelong approach to learning, their allocation between the different levels of education, incurred costs and benefits, and the role of different levels of government. In addition, progress in the implementation of the lifelong learning perspective and the emerging patterns in the education systems are monitored. The training of teachers and the learning needs of adults, as key actors in the lifelong approach to learning are also under close investigation. Literacy as an indispensable prerequisite in the way to the knowledge society is also subject to multidisciplinary research along with life skills and types of knowledge. Research also focuses on the policy implications of lifelong learning for post-secondary and higher education institutions.

Technological change, the information society and the implications for education is also a theme examined at the international level. The way that new information and communication technologies transform schooling, the policy implications and the policy strategies of governments are also explored. In addition, the implications for management of, particularly, higher education are examined together with the management of educational infrastructure.

The role of education in combating social exclusion and promoting equity has attracted the attention of the research organisations examined. National strategies are analysed with particular emphasis given to the problem of school failure and high dropout rates. The specific educational needs of groups 'at risk' are explored and integrated policy strategies, involving school, family and the community are assessed. Broader issues of access and participation to the different levels of education are also being investigated along with the implications for educational planning and infrastructure of inclusive policies for the disadvantaged.

In the lifelong learning perspective the effective education-employment transitions become a life-cycle issue. In this regard, the linkages between general education systems, vocational training and labour market are being investigated. Transition routes and their impact on longer-term career are examined along with contents, contexts, and methods of teaching and learning, institutional arrangements and systems for skill assessment and recognition.

International research has also focused on the various aspects and implications for education of internationalisation and European integration. Research under this theme involves the examination of the nature of educational internationalisation, and the policy implications and the institutional strategies employed in the development of related policies. Policies as well as methodologies for language learning are also being investigated as an indispensable prerequisite for across frontier mobility and employment prospects as well as the transnational recognition of qualifications.

The development of international comparable knowledge bases is also a sound component of educational research at the international level. The aim is to increase the transparency of education systems and to facilitate educational policy making. This mainly involves the compilation of comparable international statistics, the development of performance indicators, and the design of databases.

Changes needed in the curriculum are also explored at the international level. This theme aims at reviewing trends and promoting innovation in curriculum reform. Emphasis is given on structure, content, organisation, and assessment of curriculum effectiveness.

The increasingly higher social and economic expectations of education along with increased demand and resources required, raise the importance of policy issues that relate to educational governance and regulation, educational planning, financing and management as well as educational infrastructure. In response, the international organisations examined have directed their research activities around the above themes.

APPENDICES

APPENDIX I

Selected Bibliography on Education at the International level

1 UNESCO Headquarters, Paris

Publications

World Education Report 1991

World Education Report 1993

World Education Report 1995

World Education Report 1997

Trends and Development of Technical and Vocational Education
1990

Education for all: the role of international aid

W.D. Haddad, 1990 (also available in French and Spanish)

Regional co-operation for literacy in Asia and the Pacific

T. Sasaoka, 1990 (also available in French and Spanish)

Is literacy for all by the year 2000 a feasible target?

G. Cárceles, 1990 (also available in French and Spanish)

Education for all: a challenge for the year 2000

F. Mayor, UNESCO Director-General, 1987- (Mayor, F.) 1990 (also available in French and Spanish)

Population education in the promotion of development

M. Simonen, O.J. Sikes, J. Palacio, 1990

Education and the economy: considering alternative perspectives

P.A. Easton, S.J. Klees, 1990 (also available in French and Spanish)

A Selective bibliography on literacy in industrialised countries

U. Giere, J.P. Hautecoeur, 1990

Fundamentals and methods for the rural development in Arab countries

S. Yacoub, I. Al-Zawawi, 1990

Basic principles, methods and techniques for development work in the Arab region

S. Yacoub, I. Al-Zawawi, 1990

The Contribution of the university to environmental improvement
1990

Education for employment: an international perspective

F.C. Kintzer, 1990

System activities and education

F. Peregudov, 1990

Comparative analysis of environmental education in the United Kingdom and in Brazil

Leal-Filho, D.S.Walter, 1990

The Development and the present situation of environmental education in Greek higher education

M.J. Scoullou, 1990

Environmental education in Hungarian universities

V. Éri, 1990

Illiteracy in Europe? 1990

Legal literacy in higher education

A. Gaudart, 1990

Acquisition of writing and reading skills at school: cultural technique or elementary writing culture

M. Dehn, 1990

Evaluating Educational Programs and Projects: Holistic and Practical Considerations

V. Chinapah and G. Miron, 1990

Palestine: priority projects for educational development, 1991

Literacy: what language, what culture?

C.N. Fyle, 1991

UNESCO list of documents and publications, 1991

A Changing Europe: challenges for higher education research, 1991

Perspectives on academic life: an apologia for meso-qualitative research

T. Becher, European Centre for Higher Education (Romania), 1991

Religion and school-education in a secular state: the French situation

R. Azria, Régine; European Centre for Higher Education (Romania), 1991

Higher education, mobility, and life opportunities

T. Achatz, European Centre for Higher Education (Romania), 1991

Multinational integration and national education systems: the case of Austria

R. Pohoryles, 1991

Facing the challenges of "Europeanization": some reflections on the Greek university system

M. Eginitou-Panayotidou, 1991

The Internationalization of the University of Maribor

Krizman, A.; Marn-Borec, V, 1991

European collaboration in the built environment

S. Loew, 1991

The Rigidly structured curriculum: an obstacle to student mobility

B. Soptrajanov, 1991

- Postgraduate education at Oxford Polytechnic and the improvement of life in third world countries: an urban design perspective**
G. Butina, 1991
- Inter-university international co-operation for the promotion of scientific advancement and Social development**
Y. Wu, 1991
- On the establishment of the University of the Peoples of Europe**
Peregudov, Felix; 1991
- The Meaning and importance of culturally determined implicit values for the internationalization of education**
M. Krizmanic, V. Kolesaric, 1991
- A Strengthened Europe as a factor in the internationalization of higher education: a UNESCO vision**
C. Berg, European Centre for Higher Education (Romania), 1991
- The Democratisation of education: basic principles**
Ye Bondarenko, A.V. Kozulin, 1991
- Do universities help the economy? The case of the University of Thrace**
I. Panoussis, 1991
- Higher education and continuing education in Portugal**
Jorge Arrozeia, 1991
- Lifelong education and the universities of the United Kingdom**
C. Duke,
- A Duty for distance education in the 1990's**
J. S Daniel, 1991
- Handbook on training methods in educational management**
A. M.Mbamba, N. Nwagwu, 1992
- Reshaping education: towards sustainable development**
1992 (also available in Spanish)
- Technical assistance programmes and projects funded by international agencies**
V. Goel, 1992 (also available in French and Spanish)
- Appraisal and the professional development of science and technology teachers**
D. Hopkins, B. Bollington, 1992
- Training teachers to implement the new science curriculum in Japan**
K. Umeno, 1992 (also available in French)
- Training teachers in senior middle-school for teaching about science, technology and society**
Zhai Liyuan, 1992
- Developing confidence in primary-school teachers to teach science and technology**
H. M.Dyasi, 1992

Science and technology teacher training and professional development: the quest for quality

D. Layton, 1992

Projet d'éducation à la vie familiale et en matière de population: rapport d'évaluation

A. Abderrazak, 1992

Special survey on primary education: teaching staff, levels of qualification and age structures

V. Cavicchioni, K. Klaus, 1992

Alternatives in formal education: Colombia's Escuela Nueva programme

R. M. Torres, 1992 (also available in French and Spanish)

Language, interculturalism and human rights: three European cases

Tarrow, Norma Bernstein, 1992 (also available in French and Spanish)

How Japan makes use of international educational survey research?

R. Watanabe, 1992 (also available in French and Spanish)

Interests and modes in research utilization: the Finnish IEA experience

K. Leimu, 1992

Educational reform in Latin America: a survey of four decades

I. Aguerrondo, 1992 (also available in French and Spanish)

Data management in educational survey research

A Schleicher, J. Umar, 1992 (also available in French and Spanish)

Sample design for international studies of educational achievement

K.N. Ross, 1992 (also available in French and Spanish)

Monitoring the quality of education worldwide

W. Loxley, 1992

A Theoretical framework for productive education

F. von Borstel, 1992

Why not educate girls?

K. Premi, 1992

Prolegomena to accreditation in Central and Eastern Europe

L. Ryan, 1993

Quality assurance in higher education: a global tour of practice and resources

M. Peace Lenn, 1993

Quality assessment in higher education: issues and concerns

I. Whitman, 1993

Quality assurance: issues and policy implications

L. Vlăsceanu, 1993

The Lost profession

R. Barnett; R. Middlehurst, 1993

Educational policy and economic policy: the case of Southern Italy

R. Moscati; E. Pugliese, 1993

The Expansion of education in Eastern Europe: a regional view

T. Kozma, 1993

Higher education and the world of work: an overview

M. Kogan; J. Brennan, 1993

UNESCO: current policies, research and programmes on assessment

V. Chinapah; Q. Khan, 1993

Financial management in education

J.R. Hough; C. Tibi, 1993

Education for all: status and trends, 2; Basic education, population and development

1994

Higher education staff development: directions for the twenty-first century

1994

Education and the survival of small indigenous cultures

G.R. Teasdale, 1994 (also available in French and Spanish)

Higher education in Yemen: development of two new universities at Hadramaut and Taizz

Glower, D.; Jennings, E.; Morcos, S.; Kamal, M.; Hijazi, S. 1994

Basic education for all: the Afghan experience; conceptual framework and strategies;

Allen, John, 1994

Coping With Crisis: Austerity, Adjustment and Human Resources

J. Samoff, 1995

Education, Adjustment and Reconstruction: Options for Change

F. Reimers and L. Tiburcio, 1993

Education for All (Volumes I, II, III)

S.M. Haggis, P. Fordman and D. Windham, 1993

Equity in the Classroom: Towards an Effective Pedagogy for Girls and Boys

P. F. Murphy and C.V. Gipps (eds.), 1996

International Education in the University

J. Calleja (ed.), 1994

Learning: The Treasure Within

Report to UNESCO of the International Commission on Education for the Twenty-first Century, 1996

The University as an Institution Today

A.B. Cabal, 1994

Monitoring Learning Achievement: Towards Capacity-building

V. Chinapah, 1998

Assessing Learning Achievement

J. Izard, 1992

Education in the Least Developed Countries: Advancing in Adversity, 1998

Gender Differences in Learning Achievement: Evidence from cross-national Studies, 1996

Innovations for Large Classes: A Guide for Teachers and Administrators

J. Valerien, 1991

Interpreting International Comparison of Student Achievement

H. Goldstein, 1995

National Languages in Teacher Training in Africa

J. Poth, 1995

A New Partnership: Indigenous Peoples and the United Nations System

J.P. Zinsser, 1995

Recent Trends in the Development of Educational Psychology: Chinese and American Perspectives, 1995

Reforming Schools: What Have We Learnt?

H. Connell, 1996

Early Intervention and Culture: Preparation for Literacy

L. Elderling and P. Leseman (eds.), 1993

A Sourcebook for Literary Work: Perspective from the Grassroots

H. S. Bhola, 1994

Through a Glass, Darkly: Functional Illiteracy in Industrialised Countries

J. Vélis, 1990

Thinkers on Education, 1997

Essentials of Educational Psychology

L. Duric, 1990

World Conference on Higher Education: Summary of the World Declaration on Higher Education for the Twenty-first Century, 1998

Framework for Priority Action for Change and Development of Higher Education, 1998 (also available in French)

Higher Education in the Twenty-First Century: Challenges and Tasks Viewed in the Light of Regional Conferences, 1998 (also available in French)

Adult Education in a Polarising World, 1997

Education for All: The year 2000 Assessment; Technical Guidelines, 1998

Russia: Blues and Reform, 1998

The African Virtual University Project: The Case of Kenyatta University

M.N. Juma, 1998

- Increasing Access to Higher Education: The Experience of the Open University of Tanzania**
G. Mmari, 1998
- The Right to Higher Education and Equal Opportunity Particularly for Women: The Major Challenge of Our Time**
L.P. Makhubu 1996 (also available in French)
- Increasing Access and Equity in Higher Education: gender issues**
P.M. Mlamba, 1998 (also available in French)
- Academic freedom and university autonomy**, 1998
- Financing higher education in Africa**
R. D.D. Blair, 1998 (also available in French)
- Management of higher education with special reference to financial management in African universities**
B. C. Sanyal, M. Martin, 1998 (also available in French)
- Financing higher education and partnership with production and service sectors**
Ernest H. Wright, 1998 (also available in French)
- Management of higher education with a special reference to Nigeria**
P. Okebukola, 1998 (also available in French)
- Quality of training and research in higher education**
H. J. Mosha, 1998 (also available in French)
- Quality of higher education: conceptions, contestations and comments**
N. Cloete, 1998 (also available in French)
- Quality of higher education in Francophone Africa**
O. Dia, 1998 (also available in French)
- Relevance of higher education: the point of view of the world of work**
P. N. Fall, 1998 (also available in French)
- The Role of the university in the education sector**
L. Goma, 1998 (also available in French)
- Non-formal higher education**
Obanya, Pai, 1998 (also available in French)
- African universities and globalisation**
S. Niang, 1998 (also available in French)
- The Role of higher education in developing a culture of peace in Africa**
G. Mohamedbhai, 1998 (also available in French)
- Preparing for a sustainable future: higher education and sustainable human development: thematic debate**
H. van Ginkel, 1998 (also available in French)
- Women and higher education: issues and perspectives**
1998 (also available in French)

Promoting a culture of peace: thematic debate

Pettigrew, L. 1998 (also available in French)

Mobilizing the power of culture: thematic debate

R. Nettleford, 1998 (also available in French and Spanish)

Enseignement supérieur en Afrique: réalisations, défis et perspectives

UNESCO Regional Office for Education in Africa (Senegal), 1998

Expérience dans l'organisation multiculturelle: l'université Babes-Bolyai

A. Marga, 1998

L'Université multiculturelle

M. Woitrin, 1998

Les Universités multinationales dans le monde moderne et leur mission

V.M. Filippov, 1998

La Réaction de l'enseignement supérieur hollandais à un environnement multiculturel

De Bie, Marloes; De Weert, Egbert, 1998

Le Rôle de l'université dans le dialogue des cultures: des perspectives Bulgares

P. Makariev, 1998

The Education Forum's literacy-numeracy program

C. Sipin, 1996

The Requirements of the world of work: thematic debate

U. Teichler, 1998 (also available in French and Spanish)

Higher education and research: challenges and opportunities; thematic debate

D. Akyeamong, 1998

The Contribution of higher education to the education system as a whole: thematic debate

P. Hughes, 1998

Contributing to national and regional development: thematic debate

J. Goddard, 1998 (also available in French and Spanish)

From traditional to virtual: the new information technologies; thematic debate

D. Oilo, 1998 (also available in French and Spanish)

Higher education in the Caribbean

UNESCO Institute for Higher Education in Latin America and the Caribbean (Venezuela) 1998

Higher education in Africa: achievements, challenges and prospects

UNESCO Regional Office for Education in Africa (Senegal), 1998

Linking total literacy to universal elementary education

A. Rampal, 1996

Education management profile: Uzbekistan, 1998

Education management profile: Thailand, 1998

Developing a non-formal education and literacy database in the Asia-Pacific region: final report , 1998

National strategies and regional co-operation for the 21st century; proceedings of the Regional Conference on Higher Education, 1998

Institutional evaluation and academic quality: resistance and building
H.Trindade, 1998

The Virtual university; La Universidad virtual, 1998

The State's role in the evaluation of university quality: the case of Argentina
C. Marquis, 1998

Evaluation and accreditation of Latin American higher education: reasons, achievements, challenges and proposals
R. Kent Serna, W. De Vries, 1998

The University as a basic support for the efforts of the region aimed at business competitiveness, 1998

Higher education and the system as a whole
UNESCO Regional Office for Education in Latin America and the Caribbean (Chile) 1998

The Transformation of universities on the threshold of the XXI century
M. Crespo, 1998

Alternatives for higher education in view of the possible scenarios in the region: some observations for the decision
R. Arocena, 1998

UNESCO and education in Latin America and the Caribbean, 1987-1997
UNESCO Regional Office for Education in Latin America and the Caribbean, 1998

Commitment to education
UNESCO Regional Office for Education in Latin America and the Caribbean, 1998

Monitoring progress towards education for all: a methodological guidebook
UNESCO Principal Regional Office for Asia and the Pacific (Thailand), 1998

Higher education in transition economies in Asia
UNESCO Principal Regional Office for Asia and the Pacific (Thailand), 1998

Benchmarking in higher education: a study conducted by the Commonwealth Higher Education Management Service, 1998

Tradition, modernity and postmodernity in comparative education
V. Mascmann, A. Welch, 1997

Le Redoublement à l'école: une maladie universelle?
J.J. Paul, 1997

Problems of illiteracy in a literate developing society: Sri Lanka

C. Gunawardena, 1997

Development education revisited: the New Zealand experience

D. Small, 1997

Exporting the European idea of a national language: some educational implications of the use of English and indigenous languages in the Philippines

J.J. Smolicz and Nical Illuminado, 1997

Implementing basic education: an African experience

K. Banya; J. Elu, 1997

Interculturality and intercultural education: a challenge for democracy

S. Aikman, 1997

Girls' access to education in a developing country

H. Geissirger, 1997

Challenges to comparative education: between retrospect and expectation

W. Mitter, 1997

Understanding the concept of education for all: notes on educational research methods

J. Maratos, 1997

The World Bank and the literacy question: orthodoxy, heresy and ideology

P.W. Jones, 1997

Access to schooling in a post-apartheid South Africa: linking concepts to context

Al Fataar, 1997

Education, democracy and colonial transition: the case of Hong Kong

M. Bray, W.O. Lee, 1997

Education, democracy and development in Latin America

C.A. Gomes, 1997

Educational quality and the crisis of educational research

S.P. Heyneman, 1997

Schooling in modern Europe: exploring major issues and their ramifications

T. Husén, 1997

The Policy of school autonomy and the reform of educational administration: Hungarian changes in an East European perspective

G. Halász, 1997

Visions of educational development in the post-socialist era

J. Kotásek, 1997

Education, democracy and development in a period of revolutionary change

W. Mitter, 1997

UNESCO's mobilising project to combat illiteracy: igniting the spirit of exchange

P. Silva, 1994

Education for development and peace: valuing diversity and increasing opportunities for personalised and group learning, 1996

Informatics for primary education: recommendations, 1997

Basic education in Sri Lankan prisons

D.S. Senanayake, 1995

Doing things differently: a holistic approach to prison education

T. West, 1995

Education through arts in penitentiary institutions in the Netherlands

J. Holdtgreffe, 1995

Prison education in Botswana

K. Frimpong, 1995

Basic education in prisons in China

Yang Yuguan, 1995

Education of children and young people with autism

R. Jordan, 1997

Education in prison

A Cosman, 1995

Towards scientific and technological literacy for all in Africa

UNESCO Regional Office for Education in Africa (Senegal), 1996

Rapport sur les modalités d'évaluation externe de l'enseignement supérieur en Europe, 1995-1997

M. Frazer, 1997

Les Dilemmes de la réforme de l'enseignement roumain: thérapie de choc, infusion d'innovation ou décommunisation culturelle?

A Bîrzea, 1997

The Key issue of safety for empowering women through adult education

G. Marie, 1997

Women's movement in Latin America and the Caribbean: exercising global citizenship

C. Eccher, 1997

Women workers' education in Malaysia: a critical review

Chan Lean Heng, 1997

Development, adult learning and women

R. Mishra, 1997

Pilot projects for the promotion of primary education and literacy in rural disadvantaged areas

UNESCO Principal Regional Office for Asia and the Pacific (Thailand), 1997

Global change: environmental education module

D.H. Knapp; T.L. Volk; H.R. Hungerford, 1995

Non-state higher education institutions in the Russian Federation

A.A. Kushel, 1993

The Control and evaluation of higher education institutions

A. Prokopchuk, 1993

Law of the Russian Federation on education, 1993

The Future of higher education in Belarus

T.E. Galko, 1993

Quality assurance in higher education: a global tour of practice and resources

M. Peace Lenn, 1993

The Academic Co-operation Association (ACA)

A. Smith, 1993

Some questions and answers with regard to external quality assessment

A.I. Vroeijenstijn, 1993

Higher education and the labour market

European Centre for Higher Education (Romania), 1993

Comparing quality in Europe

Brennan, John; Goedegebuure, Leo C.J.; Shah, Tarla; Westerheijden, Don F., 1993

The Education market, qualifications, and European integration

O. Kivinen; R. Rinne, 1993

Higher education and the world of work: an overview

M. Kogan; J. Brennan, 1993

Educating beyond the nation

I. Lister, 1995

Socrates, discussion and moral education

R. Rembert, 1995

Islamic education

Al-Jamali; M. Fadil, 1998

2 International Institute for Educational Planning

Publications

Investing in the Future: Setting Educational Priorities in the Developing World

J. Hallak (also in Spanish, 1991; Arabic, 1992)

Controlling the Quality of Education

Kenneth N. Ross and Lars Mählck

Educación y desarrollo: estrategias y decisiones en America Central

S. Louricé

Educational Planning in Asia

Raja Roy Singh

Education Projects: Preparation, Financing and management

A. Magnen

Development of the Oil Industry in the Cameroon and its Implications for Education and Training

B. Sanyal, W. A. Ndongko, N.V. Varghese, J.N. Ngu, S. Inack Inack

Human Resources in Chinese Development: needs and supplies of competencies

Jan-Ingvar Löfstedt

A New Scenario for Educational Planning and Management in Latin America: The Impact of External Debt

F. Reimers

Funding Mechanisms of Thrust Areas of Higher Education in India

B. Sanyal

Planning an Educational Policy: Methods and Experiences in Hungary, 1948-1988

J. Timar

L'option scientifique et technique dans le système éducatif et les transformations du secteur productif en Algérie: cas de la pétrochimie

A. Djeflat

Technological Development and its Implications for Educational Planning

B. Sanyal

Basic Elements to Reflect on the Quality of Education in the Latin American Context

E. Schiefelbein

Analysis sectorial del sistema educativo mexicano

Juan Prawda

Strategic management in Western European universities

M. Martin, 1992

Training needs of educational planners in Nigeria: report

Nigeria. Federal Ministry of Education, 1992

La tecnología asistida por computadora en Mexico y sus implicaciones laborales y educativas

A. Mercado

Evolution du financement de l'éducation dans les pays en voie de développement: quelques réflexions á partir de dix études de cas

F. Orivel

Increasing Teacher Effectiveness

Lorin W. Anderson

National and School-based Curriculum Development

A. Lewy

Non-formal Education: Information and Planning Issues

G. Carron and Roy A. Carr-Hill

The Financing of Education in Zambia

Michael J. Kelly

The Financing of Education in India

N.V. Varghese and Jandhyala B.G. Tilak

The Functioning and Effects of the Tanzanian Literacy Programme

Roy Carr-Hill, A.N. Kweka, Rustica Chengelele and Mary Rusimbi

A Framework for Collaborating for Educational Change

Sheldon Shaeffer

Planning of Basic Education in China: A Case Study of Two Counties in Lianoning

Cheng Kai-ming

Improving the Information System for Planning the Quality of Primary Education: The Case of India, by K. Dhingra

Improving the Effectiveness of the Management of Innovation and Change in Higher Education

Allan Schofield

Education and Development: Some Research Directions

F. Bourguignon and C. Lang

The Quality of Education in Developing Countries: A Review of Some Research Studies and Policy Documents

A. Grisay and Lars Mählck

Education Training and Agricultural Development in Zimbabwe

A. Närman

Private Finance and Management of Education in Developing Countries: Major Policy and Research Issues

E. James

Training policies for the end of the century

C. de Moura Castro, 1993

The Assessment of Managerial Effectiveness at Universities in Developing Countries: A Case Analysis

H.R. Kells

Examens et management de l'éducation dans les pays en développement

G. Göttelmann-Duret

Educational Planning: Reflecting on the Past and its Prospects for the Future

J. Hallak

Education for All: High Expectations or False Hopes

J. Hallak

Educational Planning for the Year 2000

F. Caillods

Partnership in Education: The Role of Universities in the Pacific Rim

B. Sanyal

Educational Policies in a Comparative Perspective: Suggestions for a Research Agenda

J. Hallak

Cost-benefit Analysis in Educational Planning

M. Woodhall

Planning Human Resources: Methods, Experiences and Practices

O. Bertrand

Redefining Basic Education for Latin America: Lessons to be Learned from the Colombian Escuela Nueva

E. Schiefelbein

The Management of Distance Learning Systems

G. Rumble

Sample Design Procedures for a National Survey of Primary Schools in Zimbabwe

Kenneth N. Ross

Change from a Semester to a Trimester System at De La Salle University, Philippines

O. Batista, V. Ordoñez and B. C. Sanyal

Women and Men in Educational Management: an International Inquiry

Lynn Davies and Chandra Gunawardena

Indicators of the Quality of Education: a Summary of a National Study of Primary Schools in Zimbabwe

K.N. Ross and T.N. Postlethwaite

The State of the Art of Reading Instruction in the USA

S.A. Stahl

L'apprentissage de la lecture: diversité des stratégies et des contextes

A. Godenir

Staff Management in African Universities

B.C. Sanyal in association with M. Martin

Managing Schools for Educational Quality and Equity: Finding the Proper Mix to Make it Work

J. Hallak

**Education in a Period of Change and Adjustment:
Some International Perspectives**

B.C. Sanyal

Capacity Building for Educational Planning and Administration: IIEP's Experience

G. Carron

**Excellence and Evaluation in Higher Education:
Some International Perspectives**

B.C. Sanyal

The School Restructuring Movement in the USA: An Analysis of Major Issues and Policy Implications

G.J. Papagiannis, P.A. Easton and J.T. Owens

Improving Basic Education: Preconditions for Successful Inspection and Supervision - Implications for Learning

K.M. Lillis

Private Tuition in Mauritius:

The Mad Race for a Place in a 'Five-star' Secondary School

A.R. Foondun

Collaborating for Educational Change: The Role of Teachers, Parents and the Community in School Improvement

S. Shaeffer

Science Education in Developing Countries: Issues and Perspectives for Planners

K.M. Lewin

Operation, Efficiency and Desirability of Special Science Schools at Secondary level: The Nigerian Experience

A. Uma Adamu

Breaking the Barrier: Girls in Science Education

J. Harding

Science Kits in Developing Countries: An Appraisal of Potential

A Ross and K.M. Lewin

From Data to Action: Information Systems in Educational Planning

D.W. Chapman and L.O. Mähle

La gestion des systèmes d'enseignement à distance

G. Rumble

Educational Strategies for Small Island States

D. Atchoarena

Judging Educational Research Based on Experiments and Surveys

R.M. Wolf

Higher Education in Brazil: Trends and Recent Developments in Resource Allocation Policies

J. Velloso

Coûts, financement de l'éducation de base et participation des familles et communautés rurales dans les pays du tiers monde

N'Dri Thérèse Assié-Lumumba

Management of Budgetary Deficits in Higher Education Institutions: Current International Experience and Practice

I.V. Kitaev

L'exclusion: enjeux et défis pour la planification de l'éducation

J. Hallak

Academic Staffing and Management in Western European Universities: Current Situation and Emerging Issues

M. Martin

The 900 School Programme: Improving the Quality of Primary Schools in Impoverished Areas of Chile

J. Flip

Servol Pre-school and Adolescent Training Programmes in Trinidad and Tobago

D. Mahabir

Competitive Selection of School Principals: Case Study of an Innovation in Brazil

G. Namo de Mello and R. Neubauer da Silva

La qualité de l'école primaire en Guinée: une étude de cas

J.Y. Martin and Ta Ngoc Châu

Quality of Primary Schooling in India: a Case Study of Madhya Pradesh

R. Govinda and N.V. Varghese

L'éducation pour l'environnement et son insertion dans l'enseignement secondaire

J-P. Deleage and C. Souchon

Innovations in Science and Technology Education

D. Layton (ed.)

Insights into Higher Education: Planning and Policy Priorities in Malaysia

S. Maimunah and S. Zin and K. Lewin (eds.)

Vocational Training: an Analysis of Policy and Modes (with case studies from Germany, Sweden and Japan)

J. Lauglo

Cost Analysis of Educational Inclusion of Marginalised Populations

M.T. Tsang (also available in French)

An Efficiency-based Management Information System

W.M. McMahon (also available in French)

National Examinations: Design, Procedures and Reporting

J.P. Keeves

Law and Educational Planning

I. Birch

Utilising Education and Human Resource Sector Analyses

F. Kemmerer

The Restructuring of Higher Education in Australia

M. Henry

Higher Education in Brazil: Trends and Recent Developments in Resource Allocation Policies

J. Velloso

Implementing Higher Education in China: Progress and Prospects in Rich, Poor and National Minority Areas

K.M. Lewin and Wang Ying Jie

Descentralización y planificación de la educación: experiencias recientes en países de América Latina

C.N. Malpica Faustor

L'enseignement privé et spontané dans le système éducatif tchadien

P. Esquieu, S. Péano

La educación privada en Lima Metropolitana

H. Diaz Diaz, V. Huyate Ramírez, F. Farro Custodio and J. Távara Alvarado

Status of Primary Education of the Urban Poor in India: An Analytical Review

R. Govinda

The Quality of Primary Education: The Case of Puebla, Mexico

S. Levin, F. Artúnez, C. Noriega and S. Schmelkes

Participation for educational change: a synthesis of experience

S. Shaeffer

Implementing a Faculty Assessment System: a Case Study at the University of Pittsburgh, USA

J.C. Weidman and D.C. May

Managing Budget Deficits in Higher Education: The Experience of the University of Edinburgh, Scotland

M.D. Cordish

Amalgamation at the University of Sydney, Australia: the Institutional Viewpoint

M. Taylor

Amélioration de l'efficacité de l'université de Niamey, Niger: remplacement de l'enseignement bloqué par un système unités de valeur

P.Foulani

A Case Study of an Institutional Merger in Hubei Province, People's Republic of China

M. Weifang

Improving Managerial Effectiveness of Higher Education Institutions: The Case of UNAM, Mexico

E. Hirsh de Trejo

Improving Managerial Effectiveness at the University of Joensuu, Finland

S.J. Hölttä and Kyösti Pulliainen

Management of Innovation: a Case Study of the Birla Institute of Technology and Science, Pilani, India

C.R. Mitra

Modernización administrativa de la Universidad de Concepción, Chile

C. Merino Brito, R. Zemalman Zambrano, F. Sepúlveda Palacios

Rationalisation of Curricula at the Katholieke Universiteit, Leuven, Belgium

R. Vandenberghe

The Management of Double Intakes: A Case Study at Kenyatta University, Kenya

K. Mwiria and M.S. Nyukuri

Developing a Database for Teacher Management

I. Halliday and J. Hogan

Reducing Teacher Absenteeism and Attrition: Causes, Consequences and Responses

D.W. Chapman

Improving the Deployment of Teachers: the Ghanaian Experience

D.A. Konadu

The Utilisation and Professional Development of Teachers: Issues and Strategies

A.R. Thompson

Les aspects qualitatifs de l'enseignement des sciences dans les pays francophones

A. Giordan and Y. Girault

La technologie dans l'enseignement générale: les enjeux de la conception et de la mise en oeuvre

J-L. Martinand

Issues in Science Teacher Education

B. Avalos

Budgetary Processes in the Ministry of Education and Sports, Slovenia

M. Bitenc

Budgetary Processes in the Ministry of Education, Thailand

P. Senarith

Les pouvoirs publiques et l'éducation

J. Hallak

Higher Education Management in a Period of Transition with Special Reference to the Russian Federation

B.C. Sanyal

Profile and Trends of Continuing Education in France, with Special Reference to Company Training and Higher Education Institutions

D. Atchoarena

Communication Technology for Learning

J. Hallak and M. Saïto

Negotiation with Aid Agencies: "A Dwarf Against a Giant"

J. Hallak

The Quality of Primary Schools in Different Development Contexts

G. Carron and Ta Ngoc Châu

Education Planning and Management and the Use of Geographical Information Systems

J.M. Mendelsohn

Science Education Provision at Secondary Level: Planning and Policy Issues

F. Caillods, G. Göttelmann-Duret and K. Lewin

From Planning to Action: Government Initiatives for Improving School-level Practice

D.W. Chapman, L.O. Mähle and A.E.M. Smulders

Innovations dans la gestion des universités

B.C. Sanyal (also available in English)

Incentives Analysis and Individual Decision-making in the Planning of Education

F.N. Kemmerer and D.M. Windham

Searching for Relevance: The Development of Work Orientation in Basic Education

W. Hoppers, 1995

Planning for Innovation in Education

D.E. Inbar

Functional Analysis (management audits) of the Organisation of Ministries of Education

R. Sack and M. Saïdi (also available in French)

Reducing Repetition: Issues and Strategies

T.O. Eisemon

Increasing Girls'and Women's Participation in Basic Education

N.P. Stromquist

Physical Facilities for Education: What Planners Need to Know

J. Beynon

Education Policy-Planning Process: An Applied Framework

W.D. Haddad and T. Demsky, 1995

Documents

Fonctionnement et financement de l'enseignement superieur fondamental malien

P. Esquieu and S. Péano

Decentralisation of Educational Management: Experience from South Asia

R. Govinda

Le financement de l'enseignement primaire et secondaire malgache

S. Péano and R. Rahaririaka

The Quality of Primary Education: A Case Study of Zhejiang Province, China

Cheng Kai-Ming

Fonctionnement des écoles fondamentales du 1er cycle au Mali: un echantillon d'écoles dans la region de Koulikoro

G. Carron, I. da Costa, A. Traoré, I. Diarra and S. Sangaré

Effective Strategies and Approaches for Reaching Street and Working Children Through Education: Reviewing Recent Developments

A.C. Leonardos

The Establishment of an International Reading Resources Scale: an Exploratory Study Using Modern Item Response Theory

M.T. Siniscalco and K.N. Ross

Master Plan for Education for the Year 2000: the Mauritian Experience

A. Parsuramen

Enquête sur l'insertion professionnelle des jeunes de 16 à 18 ans sans qualification: la Région Parisienne, France

M. Poisson

Alternative Education Strategies for Disadvantaged Groups

(also in French)

Les procédures budgétaires des ministères de l'éducation au Burkina Faso

J. Daboué, Y. Sanou and M. Zango

Budgetary Processes in Zimbabwe

R.T. Madamombe, R.E. Mageza and N. Namasasu

Les procédures budgétaires des ministères de l'éducation au Mali

A.B. Konate, N. Traoré and Y. Kone

Budgetary Procedures in the Ministry of Education, Swaziland

B.V. Kunene, P. Muir, C.M. Phiri, C.W.S. Sukati and T.Zwane

Managing University-industry Relations:

The Case of the Centre for Technological Innovation at UNAM

J. Esteve Marabato

Financing Education in the Caribbean Countries

M. Woodhall

Educational Financing in Central Asia and Mongolia

I. Kitaev

The Use of Computerised Information Systems to Increase Efficiency in University Management

B.C. Sanyal (also available in French)

Achieving Basic Education for All: The Role of Higher Education and New Information Technology

B.C. Sanyal (also available in Portuguese)

Educational Challenges of the 21st Century: The Vision of Quality

J. Hallak

Financing Vocational Education: Concepts, Examples and Tendencies

D. Atchoarena

Public Education Authorities: Reviewing Legitimacy

J. Hallak and M. Poisson (also available in French)

3 International Bureau of Education

Journals

Educational INNOVATION and information

PROSPECTS: quarterly review of comparative education

Publications

The Diversification of Post-Secondary Education in Relation to Employment.

R. Sayegh, 1990

Un Modelo integrado para la formación docente en contextos multiculturales

Gagliardi, Raúl, 1994

Interculturalidad, educación técnica y formación docente en Bolivia

Rodriguez Bazán, Luis Antonio; Chávez Gonzales, Oscar, 1994

Interculturalidad y formación docente en Bolivia: primer informe de avance de Una investigación en curso

López, Luis Enrique, 1994

Formation des maîtres tunisiens et éducation interculturelle

IBE; Tunisia. Ministère de l'éducation nationale, 1994

La Formation des enseignants pour l'éducation interculturelle au Liban

Constantine, Nabil Nicolas, 1994

Teachers and intercultural education in Mauritius

Guruvadoo, P.; Kalla, A.C.; Thancanamootoo, S.; Veerapen, T., 1994

Training in intercultural education for primary school teachers in the Czech Republic

Ruzicka, Richard; Buresova, Marie, 1994

Teachers and multicultural education in Poland

Janowski, Andrzej, 1994

Différentiation intergroupes en milieu scolaire: étude auprès des étudiants des écoles normales de la Bolivie

Dumont, Patricia; Gaberel, Pascal Eric; Gagliardi, Raúl, 1994

Différentiation intergroupes en milieu scolaire: étude auprès des étudiants d'une école normale en Espagne

Dumont, Patricia; Gaberel, Pascal Eric; Gagliardi, Raúl, 1994

Différentiation intergroupes en milieu scolaire: étude auprès des étudiants des écoles normales du Liban

Dumont, Patricia; Gaberel, Pascal Eric; Gagliardi, Raúl, 1994

Différentiation intergroupes en milieu scolaire: étude auprès des étudiants des écoles normales de Maurice

Dumont, Patricia; Gaberel, Pascal Eric; Gagliardi, Raúl, 1994

Différentiation intergroupes en milieu scolaire: étude auprès des étudiantes des écoles normales du Sénégal

Dumont, Patricia; Gaberel, Pascal Eric; Gagliardi, Raúl, 1994

Teacher training for multicultural education in favor of democracy and sustainable development: the territorial approach

Gagliardi, Raúl; Bernardini, Mosconi, Paula; (also available in French), 1994

An Integrated model for teacher training in multicultural contexts

Gagliardi, Raúl, 1994

Curriculum planning for personal economic independence: some insights from Trinidad and Tobago

London, Norrel A., 1994

Colombia: a collection of schooling offering children an opportunity to realise their full potential

Franco, Beatriz, 1994

Indian education and rights in Peru: the search for equality

Vallejo, María Amelia Palacios, 1994

Multicultural and global education in Canada

Ghosh, Ratna, 1994

Educational issues in the reunified Germany

Ray, Douglas; Dien Tran, 1994

Top-down, bottom-up and from within perspectives on education for democracy

Haavelsrud, Magnus, 1994

Russian education for international understanding, cooperation and peace, and education to promote human rights and fundamental freedoms

Voskresenskaya, Natalia, 1994

Human rights in education: the Czech and Slovak experience

Parízek, Vlastimil, 1994

Education in the United Republic of Tanzania: an experiment in African social democracy

Malisa, Ruth, 1994

Education in Sudan: diversity and adversity

Ibrahim, Assa, 1994

Education in Viet Nam: the “great powers” intervention and its aftermath

Dien Tran, 1994

Education in India

Karlekar, Malavika, 1994

Educational rights: perspectives and practices in China

Nanzhao Zhou, 1994

The Distinction between education about peace and development and value centred education intended to promote them

Brock-Utne, Birgit, 1994

Towards an international definition of education for social responsibility

Ray, Douglas, 1994

Final Report and Case Studies of the Workshop on Educational Destruction and Reconstruction in Disrupted Societies

T. Sobhi, ed.

Mine-awareness Education: a Country Review and Curriculum Guidelines for Bosnia

P. Baxter, J. Fisher and G. Retamal (also available in Spanish and French)

Primary School Repetition: A Global Perspective

M. Amadio (also available in Spanish and French)

Education for International Understanding: An Idea Gaining Ground

N. Noor and Luice-Mamie

Alfabetización: Construir el Futuro

Wagner, D.A.

The New Educational Pact: Education, Competitiveness and Citizenship in Modern Society

J.C. Tedesco

Violence at School: Global Issues and Interventions

T. Ohsako, ed.

To Live Together: Shaping New Attitudes to Peace Through Education

D. Halpérin, ed.

Confronting Future Challenges: Educational Information, Research and Decision Making

F. Reimers, N. McGinn and K. Wild

Cultural Development and Environment

G. Tohmé, 1992

Teacher Training and Multiculturalism

R. Gagliardi, ed.

Education for Human Rights: An International Perspective

D. Ray, ed.

Teacher Training and Multiculturalism: National Studies

R. Gagliardi

Literacy: Developing the Future

D.A. Wagner

Quality Basic Education: The Development of Competence

J. Freeman, 1992

Perspectives on Literacy: A Selected World Bibliography

S. Rassekh, 1991

Development, Culture and Education

L.F.B. Dubbeldamm, *et al.*, 1994

Literacy: Developing the Future

D.A. Wagner, 1992

4 UNESCO Institute for Education

Journal The International Review of Education

Publications

Negotiating and Creating Spaces of Power - Women's Educational Practices Amidst Crises

C. Medel-Añonuevo

Making a Difference: Innovations in Adult Education

W. Mauch and U. Papen

Marcando la diferencia: Innovaciones en educación de adultos

W. Mauch and U. Papen

Learning to Survive: Exploring Linkages Between Adult Education and Survival

Reflecting Visions: New Perspectives on Adult Education for Indigenous Peoples

L. King (ed.) (also available in Spanish)

Functional literacy in Eastern and Western Europe: report

UNESCO Institute for Education; Centre for Educational Research and
Innovation, OECD; Commission of the European Communities, 1990

Hacia una pedagogía de género - Experiencias y conceptos innovativas

T. Büttner, I. Jung and L. King

The Emergence of Learning Societies: Who Participates in Adult Learning?

P. Bélanger and S. Valdivielso (eds.)

New Patterns of Adult Learning: A Six Country Comparative Study

P. Bélanger and A. Tuijnman (eds.)

Alpha 92: Current research in Literacy

J-P. Hautecoeur (ed.)

Alpha 94: Literacy and Cultural Development Strategies in Rural Areas

J-P. Hautecoeur (ed.)

Alpha 96: Basic Education and Work

J-P. Hautecoeur (ed.)

Alpha 97 – Basic Education and Institutional Environments

J-P. Hautecoeur (ed.)

Basic Education in Prisons

1996

Education, Democracy and Development

R. Ryba (ed.), 1997

Landscapes of Literacy

M. Canieso-Doronila, 1997

Sharpening our Tools: Improving Evaluation in Adult and Non-Formal Education

P.A. Easton, 1997

Women, Education and Empowerment

C. Medel-Añonuevo, 1995

Women Reading the World: Policies and Practices of Literacy in Asia

C. Medel-Añonuevo, 1996

Paysages d'alphabétisation. Etude ethnographique de l'alphabétisation fonctionnelle dans des communautés marginales aux Philippines

M-L. Canieso-Doronila

Globalisation, Adult Education and Training - Impacts and Issues

S. Walters (ed.)

The Sahara is Coming! Die Sahara Kommt! Le Sahara Arrive

A. Ngaba-Waye

Learning by Talking About our Lives

A. Gouveia and G. Carrêto

Adult Learning and the Changing World of Work - Report on Theme V

M. Singh

Non-conventional Approaches to Education at the Primary Level

A. Mahinda Ranawecera, 1990

5 Organisation for Economic Co-operation and Development

Journals/Newsletters

Higher Education Management
Gestion de l'Enseignement Supérieur
PEB Exchange

Publications

Reviews of National Policies of Education – Austria, 1995
Reviews of National Policies of Education – Denmark, 1995
Reviews of National Policies of Education – Finland, 1995
Reviews of National Policies of Education – Sweden, 1995
Reviews of National Policies of Education – France, 1996
Reviews of National Policies of Education – Greece, 1996
Reviews of National Policies of Education — The Czech Republic, 1996
Reviews of National Policies of Education – Poland, 1996
Reviews of National Policies of Education – Mexico, 1997
Reviews of National Policies of Education – Korea, 1998
Reviews of National Policies of Education — Russian Federation, 1998
Reviews of National Policies of Education — Belgium
Reviews of National Policies of Education — Netherlands
Reviews of National Policies of Education — Turkey
Education and Equity in OECD countries
Manual for Better Training Statistics — Conceptual, Measurement and Survey Questions
Education at a Glance 1993 — OECD Indicators
Education at a Glance 1995 — OECD Indicators
Education at a Glance 1996 — OECD Indicators
Education at a Glance 1997 — OECD Indicators
Education Policy Analysis 1996
Education Policy Analysis 1997
Education Policy Analysis: 1998
Adult Illiteracy and Economic Performance
Alternatives to Universities
Apprenticeship: Which Way Forward?
Continuing Professional Education of Highly Qualified Personnel
Curriculum Reform: An Overview of Trends

Disabled Youth: From School to Work
Education and the Economy: From School to Work
Education and Training: Learning and Working in a Society in Flux
Educational Research and Development: Trends, Issues and Challenges
Environmental Learning for the 21st Century
Evaluating and Reforming Education Systems
Evaluation and the Decision-Making Process in Higher Education:
French, German and Spanish Experiences
Financing Higher Education: Current Patterns
High Quality Education and Training for All
Implementing Inclusive Education
Integrating Services for Children at Risk
Issues in Education in Asia and the Pacific: An International Perspective
Lifelong Learning for All
Literacy Skills for the Knowledge Society
Literacy, Economy and Society: Results of the First International Adult Literacy Survey
Making Education Count: Developing and Using International Indicators
Multicultural Education
One School, Many Cultures
Pathways for Learning: Education and Training from 16 to 19
Pathways and Participation in Vocational and Technical Education and Training
Performance Standards on Education: In Search of Quality
Quality in Teaching
Schools for Cities
Schools Under Scrutiny
The OECD International Education Indicators: A Framework for Analysis
The Teacher Today
Vocational Education and Training for Youth: Towards Coherent Policy and Practice
Vocational Training in Germany: Modernisation and Responsiveness
Vocational Training in the Netherlands: Reform and Innovation
Evaluation and the Decision Making Process in Higher Education
(French, German, and Spanish Experiences)
Financing Higher Education (Current Patterns)
Industry and University (New forms of Co-operation and Communication)
Universities Under Scrutiny

University Research in Transition
 Decision-Making in 14 OECD Education Systems
 Education and Employment
 Measuring the Quality of Schools
 Measuring What Students Learn
 Public Expectations of the Final Stage of Compulsory Education
 Measuring What People Know: Human Capital Accounting for the Knowledge Economy
 Knowledge Bases for Education Policies
 Information Technology and the Future of Post-Secondary Education
 Internationalisation of Adult Education
 Internationalisation of Higher Education
 Managing Information Strategies in Higher Education
 New Technology and its Impact on Educational Buildings
 Post-compulsory Education for Disabled People
 Parents as Partners in Schooling
 Environmental Learning for the 21st Century
 Facilities for Tertiary Education in the 21st Century
 The Integration of Disabled Children into Mainstream Education: Ambitions, Theories and Practices
 Adult Learning and Technology in OECD Countries
 Adult Learning in a New Technological Era
 Making Better Use of School Buildings
 Redefining the Place to Learn
 Schools for Today and Tomorrow: An International Compendium of Exemplary Educational Facilities
 Secondary Education in France: A Decade of Change
 Educational Infrastructure in Rural Areas
 Decentralisation and Educational Building Management (The impact of recent reforms)
 Educational Facilities for Special Needs
 New Technology and its Impact on Educational Buildings
 Under One Roof - The Integration of Schools and Community Services in OECD Countries, 1998
 Facilities for Tertiary Education in the 21st Century
 Providing a Secure Environment for Learning
 Schools for Today and Tomorrow
 Schools for Cities

Staying Ahead: In-service Training and Teacher Professional Development

Successful Services for our Children and Families at Risk

Staffing Higher Education - Meeting New Challenges

M. Kogan, I. Moses and E. El-Khawas

Information Technology: Issues for Higher Education Management

G.M. Bull, C. Dallinga-Hunter, Y. Epelboin, E. Frackmann and D. Jennings

Strategies for the Internationalisation of Higher Education

H. De Wit

Standards and Quality in Higher Education

J. Brennan, P. De Vries and R. Williams

The Development of Performance Indicators for Higher Education:

A Compendium for Twelve Countries

H.R. Kells, ed.

Adult Illiteracy and Economic Performance

Human Resources and Corporate Strategy (Technological Change in Banks and Insurance Companies - France, Germany, Japan, Sweden and the United States)

Industry Training In Australia, Sweden and the United States

Vocational Education and Training for Youth (Towards Coherent Policy and Practice)

Disabled Youth, from School to Work

Integrating Students with Special Need into Mainstream Schools

The Integration of Disabled Children into Mainstream Education (Ambitions, Theories and Practices)

Multicultural Education

One School, Many Cultures

Our Children at Risk

The Curriculum Redefined (Schooling for the 21st Century)

Curriculum Reform. Assessment in Question

Educational Research and Development (Austria, Germany, Switzerland)

Educational Research and Development (Trends, Issues and Challenges)

Environmental Learning for the 21st Century

Evaluating Innovations in Environmental Education

Performance Standards on Education — In Search of Quality

Quality in Teaching

Schools and Quality (An International Report)

Schools for Cities

Science and Mathematics Education in the USA (Eight Innovations)

The Teacher Today

Documents

Sustainable Flexibility. A Prospective Study on Work, Family and Society in the Information Age

Lifelong Learning to Maintain Employability

Indicators on Human Capital Investment: A Feasibility Study

**Secondary Education Systems in PHARE Countries:
Survey and Project Proposals**

Education in a Federal System

Pilot Project on Regional Co-operation in Reforming Higher Education (Sponsored by EC/PHARE)

Performance Standards in Education: Report of the Seminar

The Role of Evaluation and Accountability as a Management Tool and a Means of Improving Effectiveness at School and Local Authority Levels

The Management of Human Resources at the level of School/local authorities and its role in School Effectiveness

Education Reform in Relation to the Needs of the Labour Market

Children and Youth at Risk

Educational Buildings and the Environment

Transition of Disabled Youth from School to Working Life. The Genoa Experience

Education and the New Information Technologies — Teacher Training and Research. A Survey of Co-operative Projects between Universities and Schools

Vocational Education and Training in Central and Eastern Europe: A Private Sector Perspective

Financing Education and Training in Central and Eastern Europe

Education and the Economy in Russia

Education and Training for a New Society: The Case of Romania

Report on Education and Training in Poland During the Transformation of the Socio-economic System

Transition of Education and the Economy in Hungary in the Early 1990s

Czech and Slovak Federal Republic: National Report

Policy Motives in Education and Training in Bulgaria

The Role of the Inspectorate and Inspectors in the Development and Monitoring of School Management and Effectiveness

Transition of Disabled Youth from School to Working Life

**The Effectiveness of Schooling and of Educational Resource Management:
A Conceptual/Analytical Framework**

6 Council of Europe

The European Conventions on Higher Education

Legislating for Higher Education in Europe

Evaluation of Higher Education Diplomas in Europe (NEED report)

L'évaluation des diplômes dans l'enseignement supérieur en Europe

(Deuxième édition, Strasbourg, novembre 1995)

Access to Higher Education in Europe

(also available in French)

Trends in the Organisation and Content of Upper Secondary Education in Europe within the Articulation Between Secondary and Higher Education

Denis Kallen

Certification of School-leaving Qualifications in the Context of Access to Higher Education in Europe

Sergij Gabrscek (also available in French)

Participation Trends in Access to Higher Education

Egbert De Weert (also available in French)

Comparative Study of Admissions Systems

Mike Scott, 1996 (also available in French)

Access for Under-represented groups

Maggie Woodrow and David Crosier (also in French)

Financial Obstacles to Higher Education

Dieter Schäferbarthold (also in French)

Recognition of Higher Education Qualifications: Challenges for the Next Decade, 1996

Reflections on Language Needs in the School

L. Porcher

Young People Facing Difference - Some Proposals for Teachers

M. Byram and G. Zarate

Strategies in Language Learning and Use

H. Holec and D.L. Richterich

Waystage 1990

J.A. van Ek and J.L.M. Trim

Threshold Level 1990

J.A. van Ek and J.L.M. Trim

(also available in Spanish, Italian, Danish, Dutch, Norwegian, Basque, Portuguese, Galician, Welsh, Russian, Lithuanian, Estonian and Maltese)

Language Learning for European citizenship - Final Report on the Project Group (Activities 1989-96) (1997)

(also available in French)

Foreign Language Education in Primary Schools

(also available in French)

Language for Work and Life. The Council of Europe and Vocationally Oriented Language Learning

(also in French)

New Technologies in Language Learning

The Sociocultural and Intercultural Dimension of Language Learning and Teaching

Learner Autonomy in Modern Languages - Research and Development

Plurilingual and Pluricultural Competence

Sociocultural Competence in Foreign Language Teaching and Learning

Young People Facing Difference

(also available in French)

Strategies in Language Learning and Use

Communication in the Modern Languages Classroom

Sociocultural Competence in Language Learning and Teaching,

Michael Byram, Geneviève Zarate and Gerhard Neuner, 1997

The Sociocultural and Intercultural Dimension of Language Learning And Teaching

Michael Byram and Geneviève Zarate, 1997

New Technologies in Language Learning and Teaching

Ann-Kathrin Korsvold and Bernd Rüschoff 1997

Foreign Language Learning in Primary Schools

P. Doyé and A. Hurrell, 1997

Language Learning for European Citizenship, Final Report 1989-1996

John Trim, 1997

Young People Facing Difference - Some Proposals for Teachers,

M. Byram, G. Zarate, 1995

Strategies in Language Learning and Use

H. Holec, D. Little, R. Richterich, 1996

Waystage 1990

J.A. van Ek, J.L.M. Trim, 1991,

Vantage Level,

J.A. van Ek and J.L.M. Trim, 1997(to be published)

Nivel Soleira

X.A.F. Salgado, H.M. Romero, M.P. Moruxa, 1993

Y Lefel Drothwy : Ar Gyfer y Gymraeg (the threshold level for Welsh)

A.G.E. Jones, M. Hughes, D. Jones, 1996

Porogovyj urovenj Russkij jazyk (the threshold level for Russian) 1996

Slenkstis (the threshold level for Lithuanian)

Eesti keele suhtluslävi (the threshold level for Estonian)

Latviesu valodas prasmes limenis (the threshold level for Latvian)

Fuq I-Chatba tal-Malti (the threshold level for Maltese)

Teaching About Society, Passing on Values - Elementary Law in Civic Education

F. Audigier

Dostoyevsky and Europe

C. Dalipagic-Czimazia

European Clubs

M. Belard

Teaching for Exchanges

European Association for Teachers and European Research Group on Training for School Exchanges

The Fax! Programme

J. Agnés

The Ozone Project

P. Saugier

The Baltic Sea Project

L. Jääskeläinen

Talking About Europe to Young People

I. Mohedano-Sohm

Villette Classes: “Science in French”

P. Ferran

Romanies and Europe

R. Djuric

The Case for Intercultural Education

A. Perotti

Media Education in 1990's Europe

L. Masterman and F. Mariet

Educational Policies of the Countries in Transition

L. Masterman and F. Mariet

School Links and Exchanges in Europe: A Practical Guide

R. Savage

Vis-à-vis: Primary Schools

A. Hauck and G. Brasseur

Vis-à-vis: Secondary Schools

A. Hauck and G. Brasseur

The European Dimension in Regional Exchanges

J. Ritchie and F.J. Sanz

School Links and Exchanges in Europe: A Practical Guide

Roger Savage, 1993

Adult Education at the Council of Europe - Challenging the Future

G. Bogard

Adult Education in Member Countries

P. Clyne

Towards an Active, Responsible Citizenship

G. Bogard

Growing Old Differently

G. Bogard and W. Tyler

Secondary education in Europe: problems and prospects

Dennis Kallen

Secondary Education in France

Secondary Education in Ireland

Secondary Education in Liechtenstein

Secondary Education in the Netherlands

Secondary Education in Slovenia

Secondary Education in England

Secondary Education in Austria

Secondary Education in Germany

Secondary Education in Switzerland

Secondary Education in the Flemish Community of Belgium

Secondary Education in Bulgaria

Secondary Education in Denmark

Secondary Education in Scotland

Secondary Education in Norway

Secondary Education in Poland

Secondary Education in Estonia

Secondary Education in Greece

Secondary Education in Portugal

Secondary Education in Hungary

What secondary education for a changing Europe?

Trends, challenges and prospects, 1997

The Holocaust in the school curriculum: a European perspective, 1998

Ecole et violence, 1997

The European Dimension in secondary, 1997

The European Dimension through interregional partnership, 1997

The European Curriculum Award Scheme-UK, 1997

Romanies and Europe, 1996

Villette classes 'Science in French', 1997

Talking about Europe to young people, 1995

New faces of Europe, 1995

Minorities in Central and Eastern Europe, 1994

Educational policies of the countries of transition, 1994

APPENDIX II

International Educational Databases and Bibliographies

OECD

1 Education at a Glance

Education at a Glance is the product of the OECD INES project on international education indicators. The indicators provide regularly updated information on the organisation and operation of education systems in the OECD countries. *Education at a Glance* is published annually.

UNESCO

2 Catalogue of UNESCO Documents and Publications in Education

The Catalogue contains the bibliographical references of documents and publications which are recent or still valid, produced under the various UNESCO programmes in the field of education. In addition, leading documents and publications produced by the Regional and Sub-regional offices and by UNESCO affiliated Bureaux, Institutes and Centres are also included in the Catalogue.

3 Population Education in the Asia and Pacific Region

This bibliography consists of records focusing on population education, communication and related topics. More specifically, it deals with formal and non-formal population education; policies, management, curriculum and instructional materials development; training, research and evaluation; classroom teaching and training methodologies in population education; strategies, policies, management, materials development, training research and evaluation in population communication; population and different aspects of quality of life such as environment, food, health, housing, education, employment, transportation, development, etc.; demography and population dynamics; and family and sex education

4 Educational Facilities

The EDFAC bibliography includes references of world-wide literature on educational facilities and school buildings. It has been published since 1960. The bibliography includes UNESCO publications or documents as well as technical manuals, guides, dictionaries etc. which are produced by specialised publishers.

The EDFAC Database was created in 1981. A thesaurus, created exclusively for the database has also been developed. It comprises terms taken from education, architecture, town planning, and construction and includes some 2500 descriptions.

5 Education for AIDS Prevention

The main function of ASERC (AIDS School Education Resource Centre) operates as part of the Documentation and Information Service of the Education Sector at UNESCO. Its main function is to collect, analyse, produce and disseminate various educational materials and documents on the prevention of AIDS, coming from various regions of the world.

6 IAUDOC: A Bibliographical Database of Higher Education

The IAU/UNESCO Information Centre on Higher Education was created in 1989 through a formal agreement between the International Association of Universities (IAU) and UNESCO.

An important part of the IAUDOC data is incorporated in the International Bibliographical Database on Higher Education (HEDBIB) which also integrates references coming from several other bibliographical databases on higher education world-wide, mainly from UNESCO and its specialised regional offices and the Educational Resources Information Centre (ERIC) in the United States.

The Centre is also involved with the UNESCO *World Guide to Higher Education* and other major IAU publications, the Quarterly Journal *Higher Education Policy*, and the series *Issues in Higher Education*.

7 World Education Database

WAD publishes three reference publications, namely the *International Handbook of Universities*, the *World List of Universities* and the *World Academic Database CD-ROM* which are international guides to education systems, institutions and organisations.

8 International Bibliographical Database on Higher Education (HEDBIB)

This database integrates references from various other databases on higher education world-wide, mainly from UNESCO and its specialised regional offices and the Educational Resource Information Centre (ERIC) in the United States.

9 Selected Bibliographical References on Education

The references contained in this file cover all the documentation on education published since 1972. That includes the documents of the General Conference and the Executive Board, documents in the 'main' and 'working' series, reports, documents and publications of the regional offices and other Field Units, as well as UNESCO publications.

It also includes articles on a variety of aspects of education published in UNESCO's major periodicals, articles that have appeared in the main periodicals published by the Regional Offices and other Field Units, and documents and publications on education, published by other international organisations of the United Nations system.

10 Institutions and Organisations Involved in the Field of Special Education

The Directory includes reference information on governmental, non-governmental, and intergovernmental organisations, documentation centres, periodicals, publishers, research centres, resource centres, training institutions for personnel and teachers, universities and others, involved in the field of special education.

Information for each institution includes: type, name and address of the institution, main fields of competence, working languages and publications.

11 Technical and Vocational Institutions

This Directory, associated to UNESCO's UNEVOC International Project on Technical and Vocational Education, is dedicated to the development and improvement of technical and vocational Education in Member States. Its focus is on information exchange, networking and other methods of international co-operation.

12 Study Abroad

Study Abroad has been published since 1948 and aims to encourage the international exchange of students. It is a substantial database containing information concerning institutions which provide post-secondary education and training in all academic and professional fields in about 200 countries. The database provides information on scholarships and financial assistance, university-level courses, entry-level upgrading and short-term courses, training courses, extra-mural and other continuing education programmes, student employment possibilities, and in some instances, information on families for the disabled.

13 Directory of Technical Co-operation Projects

For over 30 years UNESCO has been involved in supporting the implementation of technical co-operation projects in education. These projects, bearing on the various key aspects of education and financed by multiple sources of funding, are briefly described in the Directory. The information for each project includes the *Title, Code, Source of Funding, Region concerned, Budget, Executing sector/unit, Name of project officer, status of project, duration, Institutional framework, Objectives/Outputs*. Whenever possible, photographs specifically referring to key projects are associated to their summary description.

14 Institutions Participating in the Associated Schools Project

Launched in 1953, UNESCO's Associated Schools Project was established to reinforce the role of education in helping prepare children and young people to deal effectively with present and future challenges, involving institutions from nursery schools to teacher training institutions. The project is designed to have a multiplier effect through the diffusion of information, at the local, national and international levels, on innovations developed and their possible incorporation in the mainstream of education systems.

Activities bear on four main topics: world issues and the role the United Nations system can play in dealing with them; human rights and democracy; intercultural educa-

tion; and concern for the environment. The ASP also encourages and facilitates school twinning and partnerships both within and between countries.

15 The International Standard Classification of Education (ISCED)

ISCED was designed in the early 1970s in order to serve as ‘an instrument suitable for assembling, compiling and presenting statistics of education both within individual countries and internationally’. UNESCO’s data-collection programme is adjusted to the standards ISCED provides and Member States are invited to apply them in the reporting of education statistics so as to increase their international comparability. To this end, an operational manual, aimed at giving guidance on the interpretation and practical application of ISCED 1997 is being prepared. The current classification, known as ISCED 1997, covers primarily two cross-classification variables: levels and fields of education.

16 Perspectives on World Literacy: A Selected Bibliography (IBEDATA)

A selected world bibliography assisting the efforts for world-wide literacy.

17 INNODATA: The Databank of Educational Innovations compiled by IBE

INNODATA was created in 1993 and is aimed at educational policy-makers, administrators, practitioners and researchers. It is designed as a tool to assist in the identification and monitoring of new experiences and approaches in education and to promote the exchanges of information regarding educational change.

The focus of the databank is on descriptions of educational innovations at primary and secondary levels of education in the IBE’s priority areas of curriculum, teaching methods and teacher education. In addition, innovations in educational administration and planning are also included if they impact on the above areas.

Entries in the databank describe initiatives within the formal education system although some informal innovations are also included especially regarding efforts to bridge the gap between the formal and non-formal sectors. A broad definition has been given to “educational innovation” within the data selection process, the emphasis being on initiatives which are new within a *specific* sub-regional, national, local or institutional context even if familiar in other settings. There are also a number of entries describing multicultural/intercultural education, education for citizenship and human rights and international understanding and peace.

Innovations included in the databank have been identified from national reports and questionnaires, journals of education and newsletters as well as contributions by individuals and institutions working in the field of education and information. INNODATA attempts to follow a pattern that allows methodical approach to the study of the change process and, through modern technological means, to provide an effective and comprehensive dissemination of the information so collected and regularly updated.

18 The IBE Education Thesaurus

The UNESCO IBE education thesaurus provides a basic terminology for the analysis of educational data at the international level. The Thesaurus is a tool for indexing and retrieving data about educational documentation recorded in an electronic database (English, French, Spanish and Portuguese versions available).

19 World Data on Education

This databank contains the full text of education systems profiles mainly based on the information contained in the country reports presented at the International Conference on Education organised by IBE on a biennial basis. Presented on a common structure, with the view to facilitate the comparative analysis of education systems, it contains information about 110 national education systems. The information provided includes *inter alia*, principles and objectives of education systems, their current priorities and concerns, governing laws and regulations, internal structure and organisation, administration, management and financing and so on (available on CD-ROM and the Internet).

20 UNESCO Statistical Yearbook

The Statistical Yearbook is a major UNESCO reference book available in three languages (English, French, and Spanish). Key statistical information on education and educational expenditure is included along with information on science, technology, culture and communication in almost 200 countries.

Council of Europe

21 EUDISED (European Documentation and Information System for Education)

EUDISED is a database covering current or recent research on education in 34 European countries. National authorities provide the information, which is intended to help educationalists and policy-makers in decision-making. EUDISED is indexed using a multilingual instrument, the European Education Thesaurus (previously known as the EUDISED Thesaurus).

22 European Education Thesaurus

The European Education Thesaurus is a multilingual index for use by Documentation Centres. The development, planning and production of the Thesaurus are undertaken jointly by the Council of Europe and the European Commission as the Thesaurus also serves the Commission's EYRIDICE Network.

The Thesaurus allows the detailed description of documents' conceptual content and facilitates their retrieval from storing systems, either electronic or manual. It is designed for use by researchers, teachers, administrators and policy-makers alike and is useful to anybody with an interest in information on education. It is produced in all European Union languages (Danish, Dutch, English, Finnish, French, German, Greek,

Italian, Portuguese, Spanish, and Swedish) although other versions have also appeared (such as Slovenian, Turkish, and Russian).

Specialised vocabularies have been devised in an attempt to ensure the Thesaurus's compatibility with other similar endeavours, such as the CEDEFOP's Thesaurus.

23 A Common European Framework of Reference for Language Learning

The Council of Europe develops a comprehensive, transparent and coherent Framework of reference for the description of language learning and teaching at all levels. It is designed to provide a basis for the international comparison of objectives and qualifications, thus facilitating personal and professional mobility, and to provide a valuable tool for policy-making in member states. The framework is not intended to promote any single system of, or approach to, language teaching but to provide a comprehensive framework which will help practitioners to situate and direct their exercise of options and to inform each other accordingly in a transparent and coherent way.

24 European Language Portfolio

The Council of Europe is currently developing a Language Portfolio to record positive evidence of learner's achievements and learning experiences (including significant intercultural contact). The portfolio is designed to encourage the learning of a range of languages and promote personal development in relation to tolerance for others and 'learning to learn' in a lifelong learning perspective.

European Commission

EUR 19094 — International educational research in the 1990s: A survey

Apostolis Dimitropoulos

Luxembourg: Office for Official Publications of the European Communities

2000 — 100 pp. — 14.8 x 21 cm

ISBN 92-828-8129-6

Price (excluding VAT) in Luxembourg: EUR 37

BELGIE/BELGIE

Jean De Lannoy
Avenue du Roi 202/Koningslaan 202
B-1150 Bruxelles/Brussel
Tel. (32-2) 538 43 08
Fax (32-2) 538 08 41
E-mail: jean.de.lannoy@infoboard.be
URL: <http://www.jean-de-lannoy.be>

La librairie européenne/

De Europese Boekhandel

Rue de la Loi 244/Wetstraat 244
B-1040 Bruxelles/Brussel
Tel. (32-2) 295 26 39
Fax (32-2) 735 08 60
E-mail: mail@libeurop.be
URL: <http://www.libeurop.be>

Moniteur belge/Belgisch Staatsblad

Rue de Louvain 40-42/Leuvenseweg 40-42
B-1000 Bruxelles/Brussel
Tel. (32-2) 552 22 11
Fax (32-2) 511 01 84

DANMARK

J. H. Schultz Information A/S
Herstedelvang 12
DK-2650 Albertslund
Tel. (45) 43 63 23 00
Fax (45) 43 63 19 69
E-mail: schultz@schultz.dk
URL: <http://www.schultz.dk>

DEUTSCHLAND

Bundesanzeiger Verlag GmbH
Vertriebsabteilung
Amsterdamer Straße 192
D-50735 Köln
Tel. (49-221) 97 66 80
Fax (49-221) 97 66 82 76
E-mail: vertrieb@bundesanzeiger.de
URL: <http://www.bundesanzeiger.de>

ΕΛΛΑΔΑ/GREECE

G. C. Eleftheroudakis SA
International Bookstore
Panepistimiou 17
GR-10564 Athina
Tel. (30-1) 331 41 80/12/3/4/5
Fax (30-1) 323 98 21
E-mail: elebooks@net.gr

ESPAÑA

Boletín Oficial del Estado

Tuafalgat, 27
E-28071 Madrid
Tel. (34) 913 38 21 11 (Libros),
913 84 17 (Suscrcp.)
Fax (34) 913 38 21 21 (Libros),
913 84 17 74 (Suscrcp.)
E-mail: cientes@coe.boe.es
URL: <http://www.boe.es>

Mundi Prensa Libros, SA

Castello, 37
E-28001 Madrid
Tel. (34) 914 36 37 00
Fax (34) 915 75 39 98
E-mail: libreria@mundiprensa.es
URL: <http://www.mundiprensa.com>

FRANCE

Journal officiel

Service des publications des CE
26, rue Desaix
F-75727 Paris Cedex 15
Tel. (33) 141 58 77 31
Fax (33) 140 58 77 00
E-mail: europublications@journal-officiel.gouv.fr
URL: <http://www.journal-officiel.gouv.fr>

IRELAND

Government Publishing Agency

Publications Section
4-5 Harcourt Road
Dublin 2
Tel. (353-1) 661 31 11
Fax (353-1) 475 27 60
E-mail: gpa@iol.ie

ITALIA

Licosa SpA

Via Duca di Calabria, 1/1
Casella postale 552
I-50125 Firenze
Tel. (39) 055 64 83 1
Fax (39) 055 64 12 57
E-mail: licosa@licosa.com
URL: <http://www.licosa.com>

LUXEMBOURG

Messageries du livre S.A.R.L.

5, rue Raffinon
L-2411 Luxembourg
Tel. (352) 40 10 20
Fax (352) 49 06 61
E-mail: mail@mdl.lu
URL: <http://www.mdl.lu>

NEEDERLAND

SDU Servicecentrum Uitgevers

Christoffel Plantijnstraat 2
Postco 20014
2500 EA Den Haag
Tel. (31-70) 378 98 80
Fax (31-70) 378 97 83
E-mail: sdus@sdu.nl
URL: <http://www.sdu.nl>

ÖSTERREICH

Manz'sche Verlags- und

Universitätsbuchhandlung GmbH

Kohlmarkt 16
A-1014 Wien
Tel. (43-1) 53 16 11 00
Fax (43-1) 53 16 11 67
E-Mail: bestellen@manz.co.at
URL: <http://www.manz.at>

PORTUGAL

Distribuidora de Livros Bertrand L.d.

Grupo Bertrand, SA
Rua das Terras dos Vales, 4-A
Apartado 60037
P-2700 Amaral
Tel. (351) 214 96 87 87
Fax (351) 214 96 02 55
E-mail: db@rip.pt

Imprensa Nacional-Casa da Moeda, SA

Rua da Escola Politécnica n.º 135
P-1250-100 Lisboa Codex
Tel. (351) 213 94 57 00
Fax (351) 213 94 57 50
E-mail: spoc@icm.pt
URL: <http://www.icm.pt>

SUOMI/FINLAND

Akateeminen Kirjakauppa/

Akademiska Bokhandeln

Keskuskatu 1/Centralgatan 1
P.O. Box 128
FIN-00101 Helsinki/Helsingfors
P. nro (358-9) 121 44 18
F. fax (358-9) 121 44 35
Sähköposti: sps@akateeminen.com
URL: <http://www.akateeminen.com>

SVERIGE

BTJ AB

Träskovägen 11
S-221 82 Lund
Tel. (46-46) 18 00 00
Fax (46-46) 30 79 47
E-post: btjeu-pub@btj.se
URL: <http://www.btj.se>

UNITED KINGDOM

The Stationery Office Ltd

Orders Department
PO Box 276
London SW6 8DT
Tel. (44-171) 870 60 05-522
Fax (44-171) 870 60 05-533
E-mail: book.orders@heso.co.uk
URL: <http://www.tsonline.co.uk>

ISLAND

Bokabud Larusar Blöndal

Skojavörðustíg 2
IS-101 Reykjavík
Tel. (354) 552 55 40
Fax (354) 552 55 40
E-mail: bokabud@simnet.is

NORGE

Swets Norge AS

Ostenjovøien 18
Boks 6512 Etterstad
N-0656 Oslo
Tel. (47-221) 97 45 00
Fax (47-221) 97 45 45
E-mail: kytterid@swets.nl

SCHWEIZ/SUISSE/SVIZZERA

Euro Info Center Schweiz

c/o OSEC
Stämpfenbachstraße 85
PF 492
CH-8035 Zürich
Tel. (41-1) 365 53 15
Fax (41-1) 365 54 11
E-mail: eics@osec.ch
URL: <http://www.osec.ch/eics>

BALGARUA

Europress Euromedia Ltd

5B, blvd Vitosha
BG-1500 Sofia
Tel. (359-2) 980 37 66
Fax (359-2) 980 42 30
E-mail: Mlenka@mba.eit.bg

ČESKÁ REPUBLIKA

ÚSIS

NIS prodávka
Havelská 22
CZ-130 00 Praha 3
Tel. (420-2) 24 23 14 86
Fax (420-2) 24 23 14 14
E-mail: voldanova@usiscs.cz
URL: <http://ussiscs.cz>

CYPRUS

Cyprus Chamber of Commerce and Industry

PO Box 1455
CY-1509 Nicosia
Tel. (357-6) 96 95 00
Fax (357-2) 66 10 44
E-mail: demetrap@ccci.org.cy

EESTI

Eesti Kaubandus-Tööstuskoja

(Estonian Chamber of Commerce and Industry)
Toom-Kooli 17
EE-10001 Tallinn
Tel. (372) 646 02 44
Fax (372) 646 02 45
E-mail: emko@koda.ee
URL: <http://www.koda.ee>

HRVATSKA

Mediatrade Ltd

Pavla Hatza 1
HR-10000 Zagreb
Tel. (385-1) 481 94 11
Fax (385-1) 481 94 11

MAGYARORSZÁG

Euro Info Service

Hungexpo Európa Ház
PO Box 44
H-1441 Budapest
Tel. (36-1) 264 82 70
Fax (36-1) 264 82 75
E-mail: euroinf@euroinfo.hu
URL: <http://www.euroinfo.hu>

MALTA

Miller Distributors Ltd

Malta International Airport
PO Box 25
Luqa LQA 05
Tel. (356) 66 44 88
Fax (356) 67 67 99
E-mail: gwrth@usa.net

POLSKA

Ars Polona

Krakowskie Przedmiescie 7
Sk. pocztowa 1001
PL-00-500 Warszawa
Tel. (48-22) 826 12 01
Fax (48-22) 826 62 40
E-mail: books119@arspolona.com.pl

ROMÂNIA

Euromedia

Strada Franceza Nr 44 sector 3
RO-70749 Bucuresti
Tel. (40-1) 315 44 03
Fax (40-1) 315 44 03
E-mail: mmedelco@pcnet.pcnet.ro

ROSSIYA

CEEC

60-Ietuya Otkryabrya Av. 9
117312 Moscow
Tel. (7-095) 135 52 27
Fax (7-095) 135 52 27

SLOVAKIA

Centrum VTI SR

Nám. Slobody, 19
SK-81223 Bratislava
Tel. (421-7) 54 41 83 64
Fax (421-7) 54 41 83 64
E-mail: europ@btb1.stik.stuba.sk
URL: <http://www.stik.stuba.sk>

SLOVENIJA

Gospodarski Vestnik

Dunajska cesta 5
SLO-1000 Ljubljana
Tel. (386) 613 09 18 40
Fax (386) 613 09 16 45
E-mail: europ@vestnik.si
URL: <http://www.vestnik.si>

TÜRKIYE

Dünya Infotel AS

100, Yı Mahallesi 34440
TR-80050 Bagcilar-Istanbul
Tel. (90-212) 629 46 27
Fax (90-212) 629 46 27
E-mail: infotel@dunya-gazete.com.tr

AUSTRALIA

Hunter Publications

PO Box 404
3067 Abbotsford, Victoria
Tel. (61-3) 94 17 53 61
Fax (61-3) 94 19 71 54
E-mail: ipdavis@ozemail.com.au

CANADA

Les éditions La Liberté Inc.

3020, chemin Sainte-Foy
Q1X 3V6 Sainte-Foy, Québec
Tel. (1-418) 658 37 63
Fax (1-800) 567 54 49
E-mail: klerie@mediom.qc.ca
Renouf Publishing Co. Ltd
3363 Chemin Carotek Road Unit 1
K1J 9J3 Ottawa, Ontario
Tel. (1-613) 745 26 65
Fax (1-613) 745 26 60
E-mail: order dept@renoufbooks.com
URL: <http://www.renoufbooks.com>

EGYPT

The Middle East Observer

41 Shendi Street
Cairo
Tel. (20-2) 392 69 19
Fax (20-2) 393 97 32
E-mail: inquiry@meobserver.com
URL: <http://www.meobserver.com>

INDIA

EBIC India

3rd Floor, Y. B. Chavan Centre
Gen. J. Bhosale Marg
400 021 Mumbai
Tel. (91-22) 282 60 64
Fax (91-22) 285 45 64
E-mail: ebic@gasbom01.vsnl.net.in
URL: <http://www.ebicindia.cc.n>

JAPAN

PSI-Japan

Asahi Sanbancha Plaza #206
7-1 Sanbancha, Chiyoda-ku
Tokyo 100
Tel. (81-3) 32 34 69 21
Fax (81-3) 32 34 69 15
E-mail: books@psi-japan.co.jp
URL: <http://www.psi-japan.co.jp>

MALAYSIA

EBIC Malaysia

Level 7, Wisma Hong Leong
18 Jalan Perak
50450 Kuala Lumpur
Tel. (60-3) 21 62 62 98
Fax (60-3) 21 62 61 98
E-mail: ebic-kl@ml.net.my

MÉXICO

Mundi Prensa Mexico, SA de CV

Rio Pánuco No 141
Colonia Cuauhtémoc
MX-06500 Mexico, DF
Tel. (52-5) 533 95 58
Fax (52-5) 514 67 99
E-mail: 101545 2361@compuserve.com

PHILIPPINES

EBIC Philippines

19th Floor, PS Bank Tower
Sen. Gil J. Puyat Ave. cor. Tindalo St.
Makati City
Metro Manila
Tel. (63-2) 759 66 80
Fax (63-2) 759 66 80
E-mail: eccpcom@globe.com.ph
URL: <http://www.eccp.com>

SOUTH AFRICA

Eurochamber of Commerce in South Africa

PO Box 781738
2146 Sandton
Tel. (27-11) 884 39 52
Fax (27-11) 883 55 73
E-mail: info@eurochamber.co.za

SOUTH KOREA

The European Union Chamber of Commerce in Korea

5th Fl. The Shilla Hotel
202, Jangchung-dong 2 G. Chung-ku
100-392 Seoul
Tel. (82-2) 22 53-5631/4
Fax (82-2) 22 53-5635/6
E-mail: eueck@eueck.org
URL: <http://www.eueck.org>

SRI LANKA

EBIC Sri Lanka

Trans Asia Hotel
115 Sir chittampalam
A. Gardiner Mawatha
Colombo 2
Tel. (94-1) 074 71 50 78
Fax (94-1) 44 87 79
E-mail: ebicsl@rtm.com

THAILAND

EBIC Thailand

29 Vanassa Building, 8th Floor
Soi Chodum
Ploenchit
10330 Bangkok
Tel. (66-2) 655 06 27
Fax (66-2) 655 06 28
E-mail: ebicth@ksc15.th.com
URL: <http://www.ebicthk.org>

UNITED STATES OF AMERICA

Bernan Associates

4611 F Assembly Drive
Lanham MD20706
Tel. (1-800) 274 44 47 (toll free telephone)
Fax (1-800) 865 34 40 (toll free fax)
E-mail: query@bernan.com
URL: <http://www.bernan.com>

ANDERE LÄNDER/OTHER COUNTRIES/ AUTRES PAYS

Bitte wenden Sie sich an ein Büro Ihrer Wahl/ Please contact the sales office of your choice/ Veuillez vous adresser au bureau de vente de votre choix

Office for Official Publications of the European Communities

2, rue Mercier

L-2985 Luxembourg

Tel. (352) 29 29-42455

Fax (352) 29 29-42758

E-mail: info@opec.eu.int

URL: <http://eur-op.eu.int>

The survey examines the research activities in the areas of education and vocational training undertaken by international organisations based in the European region. The purpose of the survey is, on the one hand, to explore the research policies of the organisations examined and to develop a typology of research policies and practices at the international level in Europe. On the other hand, it seeks to identify trends in educational research at the international level in the 1990s. In particular, it examines the research activities in the areas of education and training of the Organisation for Economic Cooperation and Development (OECD), the United Nations Educational, Scientific and Cultural Organisation (Unesco) and the Council of Europe.

Price (excluding VAT) in Luxembourg: EUR 37

ISBN 92-828-8129-6



OFFICE FOR OFFICIAL PUBLICATIONS
OF THE EUROPEAN COMMUNITIES

L-2985 Luxembourg

